Technical Report 623

The Relationship Between Leader Behavior, Subordinate Satisfaction, and Group Effectiveness at Three Levels Within the Company

Bruce S. Sterling

ARI Field Unit at USAREUR
Manpower and Personnel Research Laboratory

U. S. Army
Research Institute for the Behavioral and Social Sciences

March 1984

U. S. ARMY RESEARCH INSTITUTE
FOR THE BEHAVIORAL AND SOCIAL SCIENCES

A Field Operating Agency under the Jurisdiction of the

Deputy Chief of Staff for Personnel

EDGAR M. JOHNSON
Technical Director

L. NEALE COSBY
Colonel, IN
Commander

Technical review by

T. Owen Jacobs
Arthur C. F. Gilbert

NOTICES

DISTRIBUTION: Primary distribution of this report has been made by ARI. Please address correspondence concerning distribution of reports to: U.S. Army Research Institute for the Behavioral and Social Sciences, ATTN: PERI-TST, 5001 Eisenhower Avenue, Alexandria, Virginia 22333.

FINAL DISPOSITION: This report may be destroyed when it is no longer needed. Please do not return it to the U.S. Army Research Institute for the Behavioral and Social Sciences.

NOTE: The findings in this report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE *(When Data Entered)*

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER Technical Report 623	2. GOVT ACCESSION NO. AD A148 236	3. RECIPIENT'S CATALOG NUMBER
4. TITLE *(and Subtitle)* THE RELATIONSHIP BETWEEN LEADER BEHAVIOR, SUBORDINATE SATISFACTION, AND GROUP EFFECTIVENESS AT THREE LEVELS WITHIN THE COMPANY		5. TYPE OF REPORT & PERIOD COVERED Final 6. PERFORMING ORG. REPORT NUMBER --
7. AUTHOR(s) Bruce S. Sterling		8. CONTRACT OR GRANT NUMBER(s) --
9. PERFORMING ORGANIZATION NAME AND ADDRESS ARI Field Unit, USAREUR c/o DCSPER APO 09403		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 2Q263731A792
11. CONTROLLING OFFICE NAME AND ADDRESS U.S. Army Research Institute for the Behavioral and Social Sciences MPRL 5001 Eisenhower Avenue, Alexandria, VA 22333		12. REPORT DATE March 1984 13. NUMBER OF PAGES 127
14. MONITORING AGENCY NAME & ADDRESS*(If different from Controlling Office)* --		15. SECURITY CLASS. *(of this report)* UNCLASSIFIED 15a. DECLASSIFICATION/DOWNGRADING SCHEDULE --

16. DISTRIBUTION STATEMENT *(of this Report)*

Approved for public release; distribution unlimited.

17. DISTRIBUTION STATEMENT *(of the abstract entered in Block 20, if different from Report)*

--

18. SUPPLEMENTARY NOTES

--

19. KEY WORDS *(Continue on reverse side if necessary and identify by block number)*

Leadership
Leader behavior
Job satisfaction
Unit effectiveness
Company-level leadership

20. ABSTRACT *(Continue on reverse side if necessary and identify by block number)*

The relationship between leader behavior, subordinate morale, and group performance was examined at three levels. Results showed that leaders at all three levels were perceived primarily in terms of task and interpersonal orientation. However, these two dimensions were highly related, probably in part due to response bias. Leaders' interpersonal orientation was more highly related to subordinates' satisfaction with the Army (and perhaps reenlistment intentions) than ' s leaders' task orientation at all three levels. Further, leaders' interpersonal orientation became more highly associated (Continued)

DD FORM 1 JAN 73 1473 EDITION OF 1 NOV 65 IS OBSOLETE

UNCLASSIFIED

i SECURITY CLASSIFICATION OF THIS PAGE *(When Data Entered)*

(13)

20. (Continued)

with subordinate morale (and perhaps performance) at higher levels within the company. These results were interpreted in terms of increasing leader influence at higher levels (e.g., O'Reilly & Roberts, 1978); that is, because of leaders' increasing influence (power) at higher levels, a leader's interpersonal orientation may have more impact on subordinates' outcomes, and hence on subordinates' morale and performance. Leaders' task orientation also seemed to become more highly associated with unit performance (as perceived by subordinates) at higher levels within the company. This finding was interpreted in terms of House's (1971) path goal model; that is, because of increasing job complexity and ambiguity at higher levels, a leader's task orientation may become more valuable in facilitating task performance at higher levels within the company.

Accession For	
NTIS GRA&I	[X]
DTIC TAB	[ ]
Unannounced	[ ]
Justification	
By	
Distribution/	
Availability Codes	
Dist	Avail and/or Special
A-1	

Originator-supplied keywords include: Job satisfaction, Unit effectiveness and Company-level leadership

Technical Report 623

The Relationship Between Leader Behavior, Subordinate Satisfaction, and Group Effectiveness at Three Levels Within the Company

Bruce S. Sterling

Submitted by
William W. Haythorn, Chief
ARI Field Unit at USAREUR

Approved as technically adequate
and submitted for publication by
Joyce L. Shields, Director
Manpower and Personnel
Research Laboratory

U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES
5001 Eisenhower Avenue, Alexandria, Virginia 22333

Office, Deputy Chief of Staff for Personnel
Department of the Army

March 1984

Army Project Number
2Q263731A792

Manpower and Personnel

ARI Research Reports and Technical Reports are intended for sponsors of R&D tasks and for other research and military agencies. Any findings ready for implementation at the time of publication are presented in the last part of the Brief. Upon completion of a major phase of the task, formal recommendations for official action normally are conveyed to appropriate military agencies by briefing or Disposition Form.

FOREWORD

The USAREUR Field Unit of the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) conducts research designed to provide the Army with information and products in such areas as leadership, management, and personnel management. The research described here is part of a program to examine the dynamics of leadership at various levels within the company and how leader behavior relates to various indications of morale, personnel readiness, and performance at different levels within the company. This research was performed as part of ARI's FY 80 work program under project A792 (Manpower and Personnel), Thrust 4 (Personnel Management), Task B (Command Processes and Evaluation in USAREUR), and Work Unit 001 (Developing Organizational Effectiveness Techniques for the USAREUR Environment).

EDGAR M. JOHNSON
Technical Director

(5) (2) Blank

THE RELATIONSHIP BETWEEN LEADER BEHAVIOR, SUBORDINATE SATISFACTION, AND GROUP EFFECTIVENESS AT THREE LEVELS WITHIN THE COMPANY

EXECUTIVE SUMMARY

Requirement:

The purpose of this research is to examine the relationship between leader behavior and subordinate satisfaction with the Army, reenlistment intentions, measures of unit performance, and personnel readiness at three levels within the company. Results can then be used in company-level leadership training programs so that leader behavior most highly associated with subordinate morale and performance at each level can be taught.

Procedure:

Surveys concerning the leadership behaviors of immediate superiors were administered to squad members (Els to E4s with no leadership responsibilities), squad and team leaders, and platoon leaders plus platoon sergeants. Responses to these surveys were then factor-analyzed into two scales. The relationship between these two scales and people's satisfaction with the Army and reenlistment intentions were then examined using partial correlations. Perceptions of leadership as well as personnel readiness and unit performance measures were then averaged over all respondents in a given group at squad, platoon, and company level. The relationship between averaged ratings of leader behavior and averaged measures of personnel readiness and unit performance were then explored at three levels using partial correlations.

Findings:

Results showed that leaders at all three levels were perceived primarily in terms of task and interpersonal orientation, but these two dimensions tended to overlap (be intercorrelated) more than would be expected on the basis of the literature. Interpersonal orientation tended to be a more important predictor of subordinates' satisfaction with the Army (and perhaps reenlistment intentions) than was task orientation at all levels. Further, there was a trend for interpersonal orientation of the leader to become more highly and positively related to subordinates' satisfaction with the Army (and perhaps reenlistment intentions and unit performance) at higher levels. Leaders' task orientation also became more highly and positively related to unit performance at higher levels. The results showing leaders' interpersonal orientation becoming more highly related to morale and performance at higher levels were interpreted in terms of leader influence; that is, at higher levels, because of increasing leader influence (power), leaders' interpersonal orientation may have more impact on subordinates' outcomes and hence on subordinates' morale and performance. The results, showing leaders' task orientation becoming a more important predictor of unit performance

at higher levels, were interpreted according to House's (1971) path-goal model; that is, because of increasing job complexity and ambiguity at higher levels, leaders' task orientation may become more valuable in facilitating performance at higher levels.

Utilization of Findings:

Leadership training courses and programs at the company level should discuss the 10 items making up the interpersonal orientation scale and items comprising the task orientation scale (in Appendix D of this report) as well as day-to-day examples of how these leader behaviors apply to day-to-day military situations. It is recommended that these particular items be studied since they are empirically the "heart" of what soldiers think of as leadership. Although the role of leaders' task orientation should not be downgraded, the importance of leaders' interpersonal orientation as a determinant of soldiers' morale should be emphasized in these programs. Also, it should be mentioned that the importance of interpersonal orientation does not decrease at higher levels within the company, as might be expected (i.e., it could be believed that with "more mature" subordinates, the leaders' interpersonal orientation is less important).

Research on leader behavior should include observations of actual leader behavior either in addition to or in lieu of retrospective perceptions of leader behavior reported by subordinates. This would reduce the response bias which, in the present study, probably accounted for the large interrelationship between leaders' task and interpersonal orientation.

Other research should also explore the leader influence hypothesis offered in the present research to explain why leaders' interpersonal orientation became a more important predictor of morale and perhaps performance at higher levels within the company. If it is true that high leader influence strengthens the relationship between leaders' interpersonal orientation and subordinates' morale, then steps should be taken to enlarge the power of lower level leaders, at least in certain areas. This action could increase leaders' power in subordinates' eyes and hence their interpersonal orientation would have more influence on subordinates' morale and perhaps performance.

THE RELATIONSHIP BETWEEN LEADER BEHAVIOR, SUBORDINATE SATISFACTION, AND GROUP EFFECTIVENESS AT THREE LEVELS WITHIN THE COMPANY

CONTENTS

CONTENTS (Continued)

LIST OF TABLES

Page

LIST OF FIGURES

THE RELATIONSHIP BETWEEN LEADER BEHAVIOR, SUBORDINATE SATISFACTION, AND GROUP EFFECTIVENESS AT THREE LEVELS WITHIN THE COMPANY

INTRODUCTION

This research concerns the relationship between leader behaviors and subordinate morale and performance at the three lowest levels of the Army: squad, platoon, and company. The report consists of four parts: a review of the leadership literature to provide a background for this research, a description of the methodology used in this research, results found, and discussion of the results. The literature review section begins below.

This section contains five major parts. The first is a brief historical overview of leadership research. The second consists of a review of five contemporary leadership theories. The third is an examination of the effects of moderator variables related to hierarchical position in the organization on the relationships between leader behavior and subordinate satisfaction and performance. The fourth section is a methodological note on causation, while the fifth section contains a brief survey of Army leadership research.

Brief Historical Overview of Leadership Research

As Jacobs (1971) points out, prior to World War II most studies of leadership centered on contrasting the personality traits of leaders versus followers. However, two major reviews of the literature by Stogdill (1948) and Sanford (1952) tended to eliminate this type of research. Both reviews stated that the relationship between personality traits and leadership was small and, more importantly, varied greatly between situations. These reviews recommended studying the leadership situation, as well as the leaders themselves. The wisdom of this advice was to become apparent in later years. After World War II, leadership research generally examined the behaviors of leaders, not their personalities. Perhaps the most influential of these early schools was the Ohio State school. These studies indicated that most leader behaviors could be described by two categories: consideration and initiating structure. Consideration relates basically to interpersonal-oriented behaviors such as showing concern, keeping channels of communication open, etc. Initiating structure, on the other hand, concerns task-oriented behaviors such as telling subordinates what to do, when and how to do it, reviewing performance, etc.

When these dimensions were examined separately (as reviewed in Hamner & Organ, 1978), high consideration generally was found to relate to lower levels of complaints and turnover and higher job satisfaction, while high initiating structure was associated with higher levels of complaints and turnover and lower job satisfaction. The review notes that both consideration and structure (without introduction of moderator variables) show erratic relationships to measures of unit performance. In addition to the studies reviewed by Hamner and Organ (1978), recent research by Sheridan and Vredenburgh (1978) comes to the same conclusion. In a sample of nurses, high leader consideration was associated with longer job tenure and lower turnover rates, while high initiating structure was associated with higher turnover rates.

Early attempts to define optimum leadership in terms of both consideration and initiating structure emphasize high consideration and high initiating structure. Fleishman and Harris (1962) found that the negative effects of high initiating structure on complaints and turnover were mitigated if leaders were also high in consideration. Blake and Mouton (1964) describe a "Managerial Grid" employing two dimensions of leader behavior similar to consideration and initiating structure (see Figure 1). On this grid, the behavior of any leader can be described in terms of the emphasis the leader places on the dimensions of concern for people (or consideration) and concern for production (or initiating structure). Blake and Mouton state that the optimum leadership style is one high on both consideration and structuring.

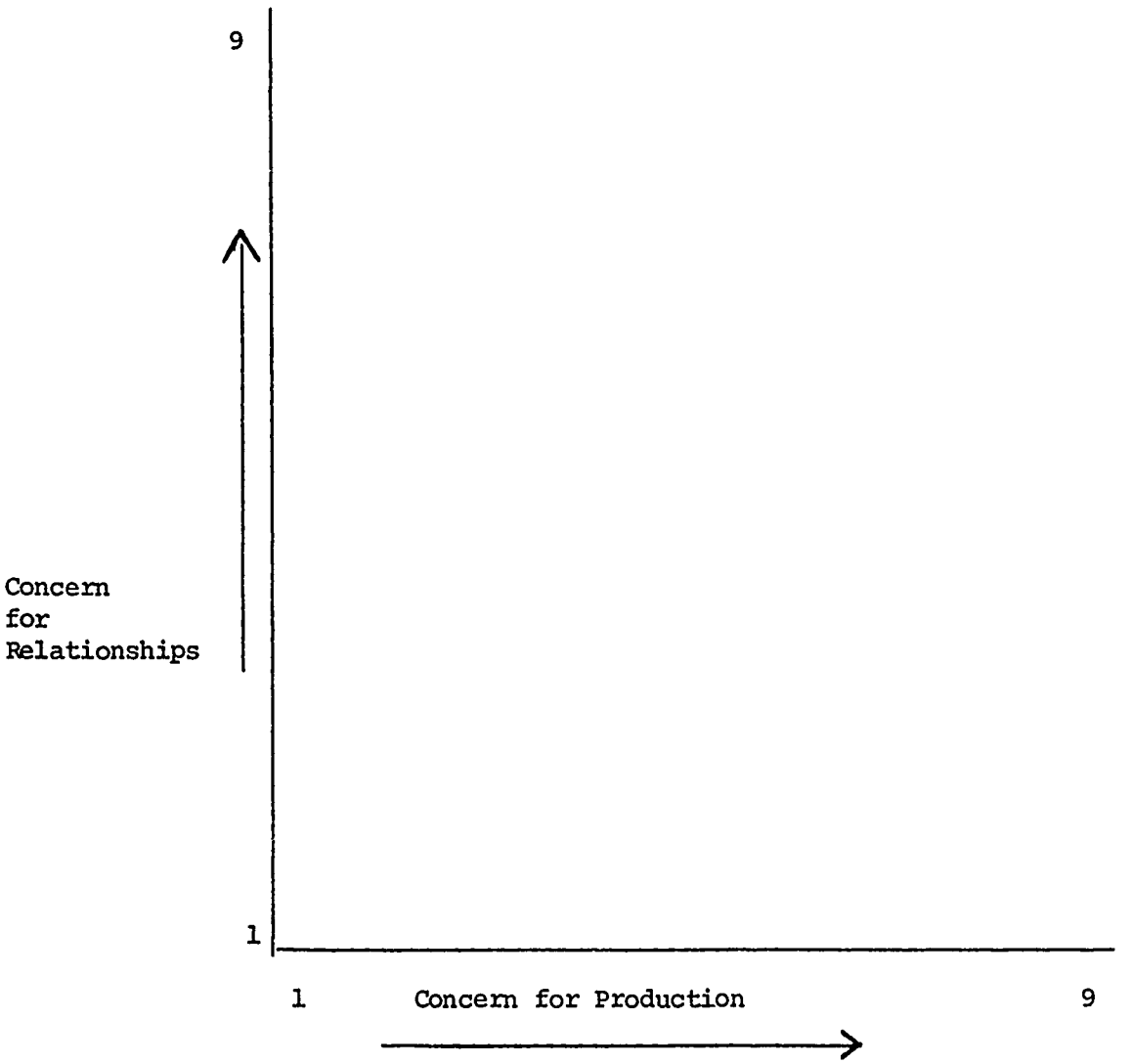

Figure 1. Blake and Mouton's managerial grid (adapted from Hamner & Organ, 1978).

More recent research tends to support these early theories. Swanson and Johnson (1975) found that pilot trainers who were perceived by peers as high in both consideration and structure had higher proficiency scores than pilot

trainers exhibiting many of the other three possible combinations of high versus low consideration x initiating structure (however, the relevance of this finding is weakened because the proficiency scores concern the pilots' own performance and not that of their followers). Cummins (1971) found that, among factory workers, higher leader structure relates more strongly to higher quality of subordinates' work when leaders are high on consideration rather than low. Dawson, Messe, and Phillips (1972) discovered that classes taught with a combination of both high consideration and high structure had the highest scores on two out of the three measures of academic performance used in the study. Even on the third measure, classes taught with high structure fared much better when high teacher consideration was also present.

However, not even all early studies supported the high consideration, high structure theory of leadership. Halpin (1959), in a study of bomber crews, found leaders high in consideration to be preferred during training; but during combat, leaders high in initiating structure were preferred. Thus, a situational variable, most probably stress, determined what leadership behaviors were optimal. This finding is mirrored in most contemporary theories of leadership.

Five Contemporary Leadership Theories

The following section discusses five of the most prominent modern theories of leadership. However, these are by no means the only modern theories of leader behavior.

Fiedler's Contingency Theory. Fiedler's model, as reviewed by Chemers and Rice (1974), postulates that group performance is dependent on two factors: the leaders' orientation and the favorability of the situation. The leader's orientation is determined by his or her score on the Least Preferred Coworker (LPC) scale. A leader is asked to think of the coworker with whom the leader "had the most difficult time in getting a job done." The leader then rates this coworker on a series of 7-point scales, such as cooperative versus uncooperative or persistent versus quitting. A leader with relatively favorable ratings of the least preferred coworker is considered a "high LPC" leader; a leader with relatively unfavorable ratings of his or her least preferred coworker is considered a "low LPC" leader.

One explanation of LPC is that a high LPC leader is concerned primarily with maintaining good interpersonal relations, while a low LPC leader is concerned primarily with task accomplishment. It is reasoned that since the high LPC leader likes his or her least preferred coworker even though the coworker, by definition, was a poor worker, the high LPC leader was more concerned with interpersonal qualities than with job performance. On the other hand, the low LPC leader denigrates his or her least preferred coworker, indicating that poor job performance outweighed any interpersonal skills that worker might have had.

In addition to leader orientation, which is measured by LPC, the other main determinant of group performance, according to Fiedler, is the favorability of the situation. Situational favorability is determined by three variables listed in the order of their importance: leader-member relations,

task structure, and leader's position power. Fiedler sees these as either-or variables, that is leader-member relations are either good or poor, the task is either structured (e.g., working on an assembly line) or unstructured (e.g., writing copy for an advertising agency), and the leader's power (over dispensing rewards and punishments) is either weak or strong. Thus, situational favorability can be divided into octants from most favorable (i.e., good leader-member relations, structured task, strong position power) to least favorable (i.e., poor leader-member relations, unstructured task, weak position power). Further, Fiedler presents data to show that high LPC scores are associated with effective group performance when the situation is very favorable or unfavorable. On the other hand, low LPC scores are associated with effective group performance when the situation is moderately favorable (see Figure 2).

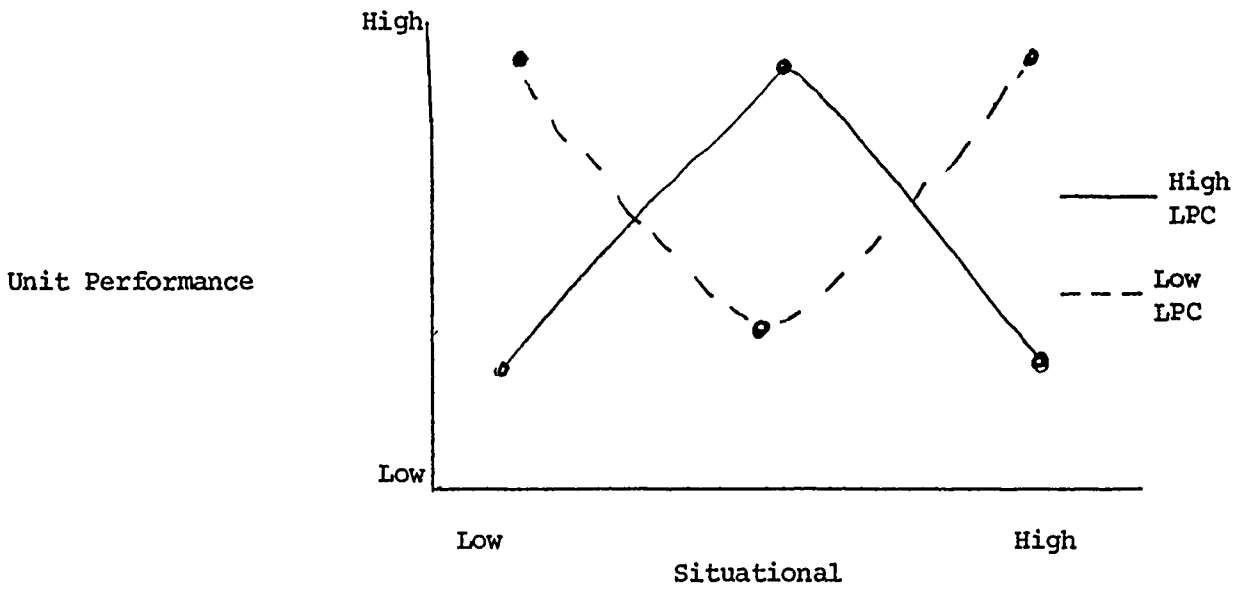

Figure 2. Fiedler's contingency model of leadership.

There is ample evidence of the theory's predictive validity. Despite the criticism of Graen and Schiemann (1970) that most of Fiedler's evidence is post hoc, Chemmers and Rice (1974) review carefully controlled field and laboratory research actually manipulating the variables responsible for situational favorability. This experimental research strongly supports the predictions of Fiedler's contingency model.

House's Path-Goal Model. House's model states that the leader's job is first to make it worthwhile for subordinates to reach the goal and second to make the path to the goal as easy and pleasant as possible. Specific leader behavior thus would depend on the situation. Where the path to the goal is clear-cut (for example, a highly structured task), leader consideration would be more valued than initiating structure, since it would make the clear path

pleasant to travel. However, where the task demands were unclear, initiating structure would be more valuable, since it would help subordinates to accomplish their jobs and hence get rewarded (assuming the leader was performing his or her first job--seeing that the goal was worth reaching). Support for this theory will be reviewed in depth later. At present, it is sufficient to say that House and Dessler (1974) present evidence indicating that in unstructured jobs, leaders' initiating structure relates more (positively) to subordinates' satisfaction and leaders' consideration relates less to subordinate satisfaction than in structured jobs.

Hersey and Blanchard's Life-Cycle Theory. Hersey and Blanchard (1972) postulate that a leader's behavior should vary with the maturity of his subordinates. With immature subordinates, the authors recommend a high structure, low-consideration style; for moderately mature subordinates, a high-structure and high consideration style is advised; and for mature subordinates, a "low profile" (i.e., low-structure and low-consideration style) is hypothesized to be most effective. Research by Hambleton, Hersey, and Blanchard (1978) indicates that leaders whose behavior fits the model have better subordinate performance than leaders whose behavior does not fit the model. However, the measures of subordinate performance were ratings by the leaders themselves, thus making this finding suspect.

Vroom-Yetton Model. The Vroom-Yetton model centers on finding the most effective way to make group decisions. This model, as described in Vroom and Jago (1978), recommends that leaders consider various rules in choosing how to make a decision. These rules are of two types: three concern the technical quality of the decision (e.g., that the person(s) making the decision have adequate knowledge) while four are concerned with the acceptability of the decision by subordinates. After considering these rules, the leader will be left with at least one, or perhaps several, ways of making the decision. These ways run from completely autocratic (e.g., leader makes the decision solely and without discussion with subordinates) to completely democratic (e.g., leader acts as discussion leader in a group decision-making meeting).

As stated above, the leader may have a choice between several methods of decision making. If so, the leader can choose the most autocratic method open under the model if the leader's primary concern is to save time (i.e., efficiency), or the leader can choose the most democratic if the goal is long-term development of subordinates.

Research by Vroom and Jago (1978) provides support that following rules outlined by the model are associated with more effective methods of decision making. Managers untrained in using the model described decisions made in accordance with the model's rules as successful more often than decisions made by a method conflicting with the model's rules. Also, the Vroom-Yetton model was found to be a better predictor of effective decision making than indiscriminate use of participative methods.

Graen's Vertical Dyadic Linkage Model. Graen's model could be said to be the ultimate extreme of situational or contingency theories of leadership. For Graen, each leader-member pair (or dyad) is a different situation. The relationship between leader and member can vary from "in exchange" to "out of exchange." The operational definition of dyad quality used in Graen and Schiemann (1978) seems to emphasize two-way communication and influence, and

leader support of the member. To the extent that these qualities exist in the relationships, the dyad is said to be in exchange. Graen and Schiemann present evidence that dyads of high or intermediate quality (i.e., in exchange or middle exchange) have greater agreement concerning the severity of various job-related problems the member (or subordinate) faces than do low-quality (or out of exchange) dyads.

A review of the above modern theories of leadership reveals two common themes. First, four of the five theories see the major leader behaviors in terms of task versus interpersonal orientation, of consideration versus initiating structure. As discussed above, Fiedler's LPC can be interpreted as task versus interpersonal orientations. House and Hersey and Blanchard talk directly about task versus interpersonal behavior. The autocrative versus participative decision-making style of Vroom and Yetton could be interpreted as primary concern for task accomplishment (i.e., making the decision oneself without "wasting time" by asking subordinates) versus primary concern for subordinates (i.e., considering it important to allow followers to "have their say" in decision making). Admittedly the above explanation breaks down at some point because a leader could be unconcerned with workers' feelings about a decision but still ask a few bright subordinates for technical advice. Only Graen's theory could not be said to characterize leader behavior primarily in terms of task versus interpersonal behavior.

Secondly, all five theories emphasize a situational versus "one best style" view of leadership behavior.

Thus the major question for the study of leadership in the Army seems to be: according to what major situational variables should leaders vary their task versus interpersonal oriented behaviors? The hypothesis examined herein is that position in the hierarchy significantly determines the proper combination of leader consideration versus structure. A more detailed examination of House's path-goal model is necessary to see that this factor is theoretically quite an important (and inclusive) variable in determining optimal leadership style.

Moderator Variables Related to Hierarchical Position in the Organization

Kerr, Schriesheim, and Murphy (1974) review eight main situational variables as moderators between leaders' consideration-structure and employees' satisfaction or performance. Six of the eight situational variables could be said to vary with the subordinate's hierarchical level in the organization. These are pressure, task-related satisfaction, subordinate's need for information, subordinate's organizational independence, leader's upward influence, and job level. These factors would seem to increase as one moves up the organizational chain. Further, the preponderance of evidence cited indicates that as pressure, task-related satisfaction, and subordinate's need for information increases, leader's initiating structure becomes more highly related to subordinate's satisfaction and leader's consideration becomes less highly related to subordinate satisfaction. The evidence on job level itself is mixed, with some showing leader's initiating structure relating more (and more positively) to subordinate satisfaction at higher levels while some shows the reverse.

Also, some research shows consideration to be less related to subordinate satisfaction as job level increases, while some shows the leader consideration-subordinate satisfaction relationship to be unaffected by job level. For subordinates' organizational independence, most evidence indicates that leaders' consideration and structure become more positively related to employees' satisfaction as employees' organizational independence increases. There is more evidence that as leaders' upward influence increases so does the relationship between leaders' consideration and subordinates' satisfaction, but this is not certain.

Thus, the Kerr et al. review provides evidence that subordinates' hierarchical level may be an important variable mediating the relationship between leader behavior (in terms of consideration, initiating structure) and subordinate satisfaction. Also there is a reasonable amount of data suggesting that in situations associated with higher organization levels (e.g., higher pressure, task-related satisfaction, subordinates' need for information) leaders' structuring behaviors become more highly related and leaders' consideration behaviors become less highly related to employees' satisfaction.

Various studies containing situational variables related to subordinates' hierarchical position in the organization will now be reviewed. The first set concerns the relationship between leader behavior (i.e., consideration and initiating structure) and subordinate satisfaction as moderated by variables related to job level. The second set will deal with the relationship between leader behavior and subordinate performance as moderated by variables related to job level.

House and Dessler (1974) found that in highly structured tasks (generally expected at lower organizational levels) leader structure correlated negatively with employee satisfaction, but in less structured tasks leader structure related positively to employee satisfaction. Also, as task structure increased, the leader's consideration became more highly (and positively) related to employee satisfaction. House (1971) found similar results using job autonomy as the situational variable, that is, leader initiating structure related more positively to employee satisfaction when job autonomy was high, rather than low. Also leader consideration related more highly to employee satisfaction when jobs were low versus high in autonomy.

The above two studies tend to support the earlier hypothesis that at higher organizational levels, leader initiating structure is more highly (and positively) related to employee satisfaction, while at lower levels consideration is more related to employee satisfaction. However, not all research supports that hypothesis. Johns (1978) examined the relationship between leader consideration, structure, and employee satisfaction as moderated by situational variables, which might be expected to vary with employees' hierarchical position within the organization, such as job variety, identity, significance, and autonomy. Johns found that under conditions associated with higher organizational levels (e.g., high job variety, identity) higher leader structure related to higher employee satisfaction, while leader structure related less positively to employee satisfaction under conditions usually found at lower organizational levels. This finding is consistent with findings in the above studies. However, unlike the above studies, leader consideration was reasonably highly associated with employee satisfaction at both levels. One exception to this was employee turnover intentions, which

were more highly (and of course negatively) associated with leader consideration under conditions associated with low versus high job level.

Two studies by House, Filley, and Ken (1971) give indirect support to the notion that the relation between leader consideration and employee satisfaction does not vary with job level. Both studies use employees in research and design (R&D) jobs, a fairly high-level occupation. Both found fairly high correlations between leader consideration and initiating structure and employee satisfaction. At this organizational level, it is not surprising to see leader structure relating (positively) to employee satisfaction, but the equally high (positive) correlations between leader consideration and employee satisfaction may be surprising. Of course, since these studies, unlike the Jones (1978) study cited above, did not have a "low job level" employee group, it is impossible to say what the relationship between leader consideration and employee satisfaction would have been in these companies at lower organizational levels.

However, other studies suggest that both consideration and initiating structure become more highly related to employee satisfaction at higher organizational levels. House and Kerr (1973) studied the relationship between leader consideration-structure and employee satisfaction as mediated by employee organizational independence. It is logical to assume that "high labor mobility" would generally be associated with higher level positions within the organization, because one would have to acquire more skills and/or experience before one could be organizationally independent. House and Kerr (1973) found that both leader consideration and initiating structure were more positively associated with employee satisfaction when employees were high versus low in organizational independence. Also, O'Reilly and Roberts (1978) found that for employees with higher mobility aspirations, high leader consideration and high leader structure have a larger positive relationship to satisfaction than for employees with low mobility aspirations.

Finally, a few studies imply that while leader consideration has a constant (positive) relationship to employee satisfaction regardless of organizational level, initiating structure has a higher relationship to satisfaction at low versus higher organizational levels.

Jones, James, and Bruni (1975) examined the moderating effects of job involvement on the relation between leader behavior and employee trust and confidence in the leader. Jones et al. found that leader consideration related moderately (and positively) to employee trust and confidence in the leader, regardless of the employee's job involvement. The study also found that leader initiating structure was more positively associated with employee trust and confidence in the leader when employees were low versus high in job involvement. Job involvement itself was positively correlated to such variables as pay grade, indicating that it related positively to employee job level. In this study, leader structure seemed to be more related to employee satisfaction among lower level employees, while consideration was equally associated with satisfaction at all levels.

Nealy and Blood (1968) found that among nurses, leader initiating structure related positively to employee satisfaction at a lower level, but negatively at a higher organizational level. Leader consideration related equally positively to employee satisfaction at both organizational levels.

The above findings regarding initiating structure are in direct contradiction to a 1975 study by Sims and Szilagyi who found that leader initiating structure related negatively to employee satisfaction with lower level nurses but related positively to employee satisfaction for higher level nurses. A potential reason why these two studies conflicted is the type of skills nurses in the upper level positions had in the two hospitals studied. In the Nealy and Blood (1968) research, nurses at the higher level had the same training and experience as their supervisors, so it seems reasonable that they would resent their leaders telling them what to do (high structuring behavior) when the leaders were perceived by subordinates as no more capable of handling the situation than the subordinates were. However, nurses at the lower level lacked the experience of their supervisors and hence found their structuring behavior helpful. Conversely, in the organization Sims and Szilagyi studied, nurses at the higher level had recently been promoted to new positions where responsibilities were more administrative in nature and did not involve patient care. It would be expected that these nurses would look for structure from their supervisors, because the nurses were working in an area for which little of their training had prepared them. Nurses at the lower level, however, were prepared for their duties by training, experience, and formal standard operating procedures.

Thus, it appears both studies support the general tenet of House's path-goal model, that as employees' need for information grows, leaders' structuring behavior becomes more necessary. The Nealy and Blood research seems to be a reversal of the usual pattern where ambiguity increases with hierarchical level.

Of the studies reviewed above, two (House & Dessler, 1974; House, 1971) suggest that consideration is more highly related to employee satisfaction at lower job levels; three (Johns, 1978; Nealy & Blood, 1968; Jones et al., 1975) suggest that the relationship of consideration to satisfaction does not change with job level; and two (House & Kerr, 1972; O'Reilly & Roberts, 1978) suggest that consideration is actually more associated with satisfaction among higher level employees. Thus, there seems to be no clear picture of how job level moderates the relation between leader consideration and employee satisfaction. However, six studies (House & Dessler, House, Johns, Sims & Szilagyi, House & Kerr, O'Reilly & Roberts) indicate that leader structuring behaviors are more highly related to satisfaction at higher levels, and only two (Nealy & Blood, Jones) suggest leader structure to be more highly related to employee satisfaction at low versus high levels.

The next studies examine the moderating influence of situational variables related to job level on the relation between leader behavior and group performance.

Mandelbaum and Kipnis (1973) found that graduate students found teachers' initiating structure to be positively associated with teachers' performance, while undergraduates rated structure as negatively related to performance. Further, teachers' consideration was less associated with teachers' performance at the graduate level than at the undergraduate level. Assuming that graduate student is a higher level "job" than undergraduate, this finding supports the model that at higher job levels leader structure is more related to satisfaction and consideration is less related to satisfaction. Schreisheim

and Murphy (1976) found that under low job anxiety (which could be assumed to occur more at low rather than high job levels), leader structure related more negatively to performance, while under high job anxiety, leader structure related positively to performance. Further, leader consideration related positively to performance in low-stress situations and negatively to performance in high-stress situations.

Similarly, Rosenbaum and Rosenbaum (1971) discovered that under high stress, authoritarian (i.e., more structure-oriented) leadership is more highly associated with good performance, while under low stress, democratic (i.e., consideration-oriented) leadership is more highly related to good performance. O'Reilly and Roberts (1978) found that for low job mobility subordinates with low-influence supervisors (both conditions more likely to be associated with low hierarchical position in the organization), high leader structure related to poorer performance.

Thus, all of the above four studies (i.e., Mandelbaum & Kipnis, Schriesheim & Murphy, Rosenbaum & Rosenbaum, and O'Reilly & Roberts) indicated that under factors generally associated with lower level job position, such as low stress, low job mobility, and low leader influence, leader structure relates less positively to performance than under factors associated with higher job level. For three of the above studies (all but O'Reilly & Roberts), leader consideration related more positively to performance under conditions related to low rather than high job level.

However, not all studies support the model that leader consideration is more highly related to performance at lower job levels while leader structure is more highly related to performance at higher job levels. For instance, House and Kerr's (1973) data suggest that leader consideration and initiating structure both become more positively associated with performance as employee organizational independence increases. As stated previously, it is reasonable to assume that a feeling of independence from one's organization would generally be associated with higher job level. However, House's (1971) results tend to support just the opposite conclusion. House finds that as job autonomy (a factor that would seem to increase with job level) increases, both leader consideration and structure become less strongly associated with performance.

Of the six studies reviewed above, five (all but House, 1971) state that when variables associated with higher job levels, such as increased stress, leader influence, or organizational independence, are present, leader structure relates more positively to performance. Also five of the six (all but House & Kerr, 1973) suggest that when variables associated with low job levels are present, leader consideration relates more positively to job performance. Thus, taken as a whole, these studies seem to support the model that at higher job levels leader structure is more highly related to performance and leader consideration is less highly related to employee performance.

Considering the literature reviewed thus far, the following conclusions seem warranted. First, support can be found in the literature for leader consideration becoming more related to, less related to, or equally related to employee satisfaction as job level increases. However, the preponderance of evidence suggests that leader structure becomes more highly (and positively) related to employee satisfaction as job level increases. Also, most

studies suggest that leader structure relates more positively to employee performance, and leader consideration relates less positively to performance under conditions likely to be present at higher job levels.

Based on the literature reviewed, the following hypotheses are proposed:

1. Leader structure becomes more positively related to soldier satisfaction as soldier job level increases.

2. Leader consideration becomes less positively related to unit performance as job level increases.

3. Leader structure becomes more positively related to unit performance as job level increases.

No hypotheses will be made about the relation between leader consideration and soldier satisfaction, as moderated by job level, because the literature reviewed is not consistent on this point.

Methodological Note on Causation

Since most studies reviewed thus far have been correlational in nature, rather than manipulating leader behavior as an independent variable, few conclusions can be drawn about the causal relationship between leader behavior and subordinate satisfaction or performance. However, experimental leadership research indicates that causation is probably reciprocal. Farris and Lim (1969), in a role-playing task, found that leaders who were told their groups had high past performance behaved in ways that led to higher subordinate ratings on both leader consideration and structure. Also, McFillen (1978) found that subordinates who performed better were supervised less often by supervisors. However, Dawson et al. (1972), using leader behavior rather than performance as the independent variable, found that teachers high in both consideration and structure had better student performance. Finally, Green (1975), using cross lagged correlation methods, presents data suggesting that while leader consideration causes subordinate satisfaction, subordinate performance tends to reduce leader emphasis on structure and increases leader consideration.

A Brief Review of Army Research in Leadership

The Army has done extensive research in leader assessment/selection. Many of these studies are based on empirical observation of leader behavior in controlled combat simulations. For example, Helme, Willemin, and Grafton (1974) factor-analyzed numerous evaluations of officers in a field exercise and found two major dimensions of leader behavior: combat leadership and technical/managerial leadership. Olmstead, Christie, and Jacobs (1974) developed a complex standardized procedure for evaluating NCO, Junior Officer, and Senior Officer field performance on 11 different dimensions. Further, Helme et al. (1974) found that officers' scores on tests given to them when entering active duty related to performance in a simulated combat situation. More specifically, potential for combat leadership was found to predict combat leadership and performance in staff intelligence functions. Scientific

potential and general knowledge predicted performance in general staff functions and technical specialist areas. The above research efforts and others like them are important for selecting leaders with high potential.

However, this type of research may not be applicable for on-going leader training/evaluation for several reasons. First, it is possible that the behaviors being tested for in these combat simulations are not typical of the skills needed in day-to-day leadership. Second, the day-to-day interaction of leaders with subordinates may or may not be related to the behaviors of leaders in highly controlled situations where leaders know they are being evaluated, that is, just because people have the potential to be good leaders does not mean that potential will be actualized in day-to-day situations. Another factor limiting the utility of these studies for leader training or evaluation devices is that the leader factors drawn from these studies are based on observations of leader behavior specific to these studies (e.g., judged relevance of leader's written report in the production analysis task) and perhaps not readily generalizable to other situations, that is, if one were to try to specify, for training purposes, exactly what "Combat Leadership" was, as defined by observations loading on this factor, one might end up with a list of behaviors highly specific to the test situation and not a general list of behaviors or concepts one could teach to leaders. One study by Downey, Duffy, and Shiffett (1975) does relate subordinates' ratings of leaders on more generalizable items tapping leader behavior (e.g., leader's skill in dealing with people, leader's rewarding of good performance) to measures of unit performance in a simulated mission, but the number of items in this instrument relating to leadership was so small (five) that only one general leadership factor, rather than a series of factors describing leader behavior, emerged. This factor shows a median correlation of around .28 with several external measures of unit performance. Finally, simulations are expensive and time-consuming, thus possibly not the best tools for on-going leader training and development.

One technique to discover what leader behaviors are most important in day-to-day situations would be to obtain ratings by subordinates of leaders' day-to-day behaviors and compare them, preferably with day-to-day observations of leader or unit effectiveness.

Other Army research efforts concerning leadership tend to focus more on day-to-day leader behavior as rated by subordinates. Olmstead, Christie, and Jacobs (1975) studied the behaviors of good versus poor company commanders (as rated by both superiors and subordinates) and found that good company commanders are rated higher on both consideration and initiating structure type items than are poor company commanders. Lange (1960) examined behavior of platoon leaders as perceived by subordinates and found four main types of behavior that related to overall effectiveness as rated by both subordinates and superiors. There were defining actions, motivating performance, handling disruptive influences, and getting information.

Cosentino (1977) reported on successful versus unsuccessful junior NCO leaders (as determined by combined superior and subordinate ratings). His interviews with these new leaders seemed to indicate that good junior leaders first want to be leaders and second have good communication skills. Good NCO leaders can also differentiate between off-the-job friendship and on-the-job leadership roles. Taken together, these three studies examine the

relation between leader behavior and unit effectiveness measured at three different levels of leadership. However, since leader behavior and unit effectiveness were measured differently at all three levels, there is no way to tell if behaviors found to be related to effectiveness at one level would be more, less, or equally related at another level. To determine the relationships of different leader behaviors to effectiveness at different organizational levels, one would have to use the same methodology and instruments to study leadership at several levels. This is what the Army War College (AWC) did in its study Leadership for the 1970's (Connelly, Malone, Penner, & Ulmer, 1971). Their research assessed leaders at various levels from the viewpoints of superiors, subordinates, and self. This study found four leader factors relatively common to both officer and NCO levels of leadership. These factors were task professionalism, task-oriented consideration, person-oriented consideration, personal/interpersonal professionalism (Downey et al., 1974; Reaser, Vaughan, & Kriner, 1974). Combining data from all levels, factor I (task professionalism) was the most highly related to perceived leader and unit effectiveness, although factor II (task-oriented consideration) and IV (personal/interpersonal professionalism) also were somewhat related.

This research is similar to the present study in intent, but has several methodological drawbacks. First, the sample was self-selected; that is, the research used a mail out-mail back survey technique. Second, because there was no way to tell which specific unit the respondent was from, there was no way to get multiple ratings of the same leader, even if coincidentally two people were rating the same leader. It is possible that multiple ratings that are averaged would give a better description of a leader's behavior than individual ratings (Ilgen & Fugi, 1976).

Further, the criterion measure (rated leader effectiveness) was drawn exclusively from the same individuals who rated the leader. Thus, any relationship between rating of leader behavior and overall leader effectiveness could be due to subjects striving for cognitive consistency (e.g., if a subject rated the leader as performing "good" behaviors, it would make sense for him or her to rate the leader as effective). The present study will attempt to correct these methodological drawbacks.

METHOD

Subjects

Subjects were 888 service members (SM) (i.e., E1 to E4s with no leadership responsibilities), 250 team leaders, 244 squad leaders, 73 platoon sergeants, and 69 platoon leaders from 33 companies throughout USAREUR. All of these companies were surveyed in garrison.

Instruments

There were three major types of instruments: the survey instrument itself, an instrument to gather superiors' rankings of unit effectiveness, and empirical measures of unit effectiveness. Each of these three types will be discussed separately (see Appendixes A, B, and C respectively for copies).

The survey instrument itself consisted of six parts. The first and major part was a survey of the leadership behaviors of one's superior. This consisted of 84 items drawn from previous military leadership research (e.g., Downey et al., 1974) which drew heavily from the Leadership Behavior Description Questionnaire (LBDQ), Army leadership manuals (e.g., FM 22-100, 1973), and interviews with troops and leaders conducted as part of previous research (Sterling & Carnes, 1981). Each item was scored on a 5-point frequency scale. The adjectives and percentages assigned to each of the 5 scale points were designed to approximate an equal interval scale (see Appendix A). The first 76 of these items were phrased such that the more frequently the leader was reported as doing something, the "better" (in a social desirability sense) it was. For the last eight items, social desirability was reversed, but these questions were labeled as being "different." Pretesting found that this was necessary to avoid subjects being confused by item reversal. Subjects responded to each item twice, once indicating how frequently the leader actually did the behavior described, and once indicating how frequently the behavior should be done.

The second part of the survey (items 85-92) consisted of items designed to measure the frequency of the general leader behaviors of consideration and structure in different situations. For instance, how frequently does the leader exhibit structuring behavior in ambiguous versus unambiguous situations? The third part of the survey (items 93-95), an attempt to measure the ambiguity of the subject's job, followed the definition of job ambiguity used by House and Dessler (1974). One item measured the frequency with which tasks were interrupted by other demands, another item measured task repetition, and a third item measured how frequently the job could be done by following routine procedures. The fourth part of the survey (items 96-102) measured individual satisfaction with the Army. Five of these items comprised the factor accounting for the largest percentage of variance (30%) in a 16-item scale measuring quality of life in the Army (Bleda, Gitter, & D'Agostino, 1978). A sixth item was included here because it correlated heavily with most scale items and was a measure of overall satisfaction with the Army. An inspection of these items indicated that all of these measures of satisfaction with the Army could be influenced by one's immediate supervisor.

The seventh item in this group was a measure of intention to reenlist drawn from the Work Environment Questionnaire or WEQ (Dalziel, Klemp, & Cullen, 1978). The fifth part of the survey (items 103-109) consisted of items where the subject evaluated the effectiveness of his or her squad, platoon, or company (depending on the form) on scales measuring combat readiness, discipline, etc. The sixth and final part of the survey was designed to measure individual personnel readiness or morale (e.g., amount of involvement in educational programs, number of recent rewards for good performance, number of recent reports to sick call, number of times one was recently given extra duty as punishment, etc.). These questions all pertained to the 30 days immediately preceding administering of the survey. This short time period was used because of the rapid turnover rate in squads, platoons, and companies. If the period had been extended to 90 days, it would have been difficult to find enough people who had served under the leader for at least 90 days, particularly at the squad level.

The second type of instrument was designed to measure superiors' evaluations of the effectiveness of their subordinate units. Platoon leaders and

platoon sergeants rated the three line squads under them on various scales (see Appendix B). Company commanders and first sergeants rated the three line platoons under them on these same scales, and battalion commanders and command sergeant majors rated the three line companies under their command. The items used on this instrument were identical to the items in part five of the individual survey. The only differences were that superiors evaluated all three units under their command instead of just one (in the case of subordinates), superiors evaluated the units on a 10- versus 5-point scale, and discrimination among units was forced.

The third type of instrument gathered information on morale or on personnel readiness indicators in the squads, platoons, and companies surveyed. For instance, unit personnel were asked to record the number of letters of commendation or AWOLs recorded in the last 30 days in each individual squad and platoon and in the company as a whole (see Appendix C).

Procedure

Three mechanized infantry battalions within each of the four divisions in USAREUR were scheduled to be surveyed. Eleven of the 12 battalions were surveyed. The 12th was omitted because of an Army-wide ban on surveys. Surveys were completed during October and November 1979. Once the type of unit and time frame were specified, the units available for selection were somewhat limited. Division sergeant majors were told to select neither all their best nor all their worst units. From subjective impressions formed by the research team upon visiting the units, the guidance seemed to be followed. Before the survey was performed in a battalion, a briefing was conducted with the company commanders and first sergeants of the three line units. In the briefing, the purpose of the research was explained, along with how the research was to be conducted, the instruments, to be used, and the reporting of survey results. It was explained that each company commander and first sergeant would receive data on their own unit only, and the battalion commander and command sergeant major would receive combined data from all three units, so that an individual company's data could not be separated out. A timetable for survey administration and collection of criterion data was set.

After the briefing, first sergeants in each of the three line companies were given a form and asked to list all personnel, by squad, in each of the three platoons in their company. They were instructed to omit only those on leave, tour of duty, AWOL, etc., and those not available for the survey. All personnel in the three line companies who reported for duty on the day of the survey were scheduled to be surveyed. Those who had classes or guard duty, etc., were usually surveyed at a different time or completed the survey individually. Overall, of the people scheduled to be surveyed, completed surveys for about 83% were received. Once subjects were selected, the surveys were coded so that responses from soldiers from the same squad, platoon, and company could be averaged together.

The design called for squad leaders to be rated by SM, platoon sergeants to be rated by team and squad leaders, and company commanders to be rated by platoon leaders and platoon sergeants. In other words, each leader was rated by his or her immediate subordinates. These three specific leadership positions (squad leader, platoon sergeant, and company commander) were

chosen because it was feasible to investigate only one position at squad, platoon, and company level and previous research indicated that squad leaders were more active in controlling the day-to-day activities of soldiers than were team leaders, platoon sergeants more active than platoon leaders, and company commanders more active than first sergeants (Bleda et al., 1977, 1978; Cosentino & Miller, 1975). After surveying the battalion, superiors' ratings of squad, platoon, and company performance as well as objective measures of personnel readiness in each squad, platoon, and company were collected. These data were collected before any information on survey results was given to the units.

RESULTS

Factor Analysis of Leader Behavior Items and Scale Construction

Because of the number of items (84) relating to leaders' perceived behavior, it was decided first to reduce perceptions of leadership to a few main factors before comparing leader behavior with other variables. Before analyzing the data, the surveys were first screened to eliminate those with patterned answers and those missing large numbers of items.

This left a total N of 1,533 subjects. However, only about 72% of these subjects responded to all 84 items. About 98% of the subjects answered 90% or more of the items. Thus, the data were screened by the computer to eliminate any subject missing nine or more items (10% or more of the items). Then factor analyses were performed using a method that allowed a subject to be missing some data and still be included in the computation of all correlation coefficients on which the subject had complete data for those two items. This method allowed an additional 26% of the sample to be included in the factor analyses (and subsequent procedures) without introducing data for subjects missing large amounts of items. All factor analyses used the Statistical Package for the Social Sciences (SPSS) Version Seven. All final solutions used varimax rotation.

The initial factor solution for the overall data yielded nine factors. On the unrotated solution, the eigen-value dropped below one after the fifth factor. The factor structure of the varimax rotated solution revealed 11 items loading +.60 or above on the first factor. These items were all task related with some related to corrective feedback (e.g., "makes on-the-spot corrections"), others concerning planning (e.g., "Makes sure the work of the unit is organized"), several measuring the defining or structuring of job-related activities (e.g., "encourages use of standard military procedures on the job," "explains how the task/mission should be done"), and others related to training (e.g., "makes sure that his people have training necessary for their combat jobs," "makes sure 'hands on' training is done"). The five items loading +.60 on the second factor were all related to considerate interpersonal behavior (e.g., "is easy to talk to," "takes care of his people; shows personal concern"). The third factor contained only one item loading at or above +.60 ("gives instructions that disagree with other leaders' instructions"), but all items with relatively high loadings on this factor concerned negative leadership behaviors (items 77-84). The fourth factor also contained only one item loading at or above +.60 ("punishes people who

don't do their share"). Factors five to nine contained no items loading +.60 or better. Since the initial factor solution suggested that at most four or five valid factors existed (based on the eigen-value dropping below one after the fifth factor, and the above pattern of factor loadings), both five- and four-factor varimax rotated solutions were generated. The five-factor solution was quite similar to the nine-factor solution described above and the four-factor solution was as well, with the exception that the single item concerning punishment loading above +.60 on the fourth factor disappeared.

Based on these results, a three-factor solution was generated. This also showed the pattern of task-oriented leader behaviors (11 items), interpersonal oriented (10 items), and negative leader behavior (1 item). Since the third factor contained only one item loading +.60 or more on it and was basically an artifact of the procedure anyway, a two-factor solution was attempted. However, here the items collapsed into one large G factor with only items concerning negative leadership loading +.60 on the second factor. Thus, a three-factor solution was considered optimal.

Next, the question of how well this three-factor solution (with two major factors of interest) held up in three separate samples was addressed. Separate three-factor varimax solutions were computed for the squad leader, platoon sergeant, and company commander samples. Items loading +.60 on each factor for each sample were examined. The factors for the squad leader sample were quite similar to the factors in the overall analysis. For the platoon sergeant sample, the same three basic factors emerged, but the task-oriented factor contained some items one might expect to be closer to considerate leader behavior (e.g., "when possible, assigns tasks that are meaningful," "develops subordinates"). For the company commander sample, one factor seemed to be a mixture of both task and interpersonal items containing items such as "tells people how they could improve a poorly completed task/mission" and "takes care of his people; shows personal concern." The other two factors seemed to emphasize task or interpersonal leader behavior. Thus, separate task and interpersonal leader behavior factors seemed to exist in all three samples.

While the above comparison of the items loading highly on each of the three scales in each of the three samples is subjective in nature, a more objective comparison of the factor solutions of factor analyses using the same variables in two different samples is possible using the coefficient of congruence (Harmon, 1967). The coefficient of congruence is similar to a Pearson r, in that it can range from ±1.00 (i.e., a perfect positive or inverse relationship), with zero indicating no relationship. A coefficient of congruence of ±.90 or above is considered sufficient to establish good factor congruity (Mulaik, 1972, p. 355). Coefficients of congruence between the factors in each of the three samples are reported in Table 1. Results show that the three factors in the squad leader and platoon sergeant samples match up reasonably well (Table 1, main diagonal). Inspection of the relationships between both the squad leader and platoon sergeant samples versus the company commander sample reveals that the task and interpersonal orientation factor for the company commander sample relates highly to both the predominantly task-oriented and interpersonal-oriented factors in the squad leader and platoon sergeant samples. Also the task-oriented factor in the company commander sample matches the task-oriented factor in both the squad leader and platoon sergeant samples, while the interpersonal orientation factor in the company

Table 1

Coefficients of Congruence Between the Different Samples

		Squad leader sample		
		Task-oriented leader behavior	Considerate interpersonal leader behavior	Negative leader behavior
Platoon sergeant sample	Task-oriented consideration	.98	.91	.50
	Considerate interpersonal leader behavior	.83	.99	.58
	Negative leader behavior	.56	.70	.91

		Platoon sergeant sample		
		Task-oriented consideration	Considerate interpersonal leader behavior	Negative leader behavior
Company commander sample	Task and interpersonal orientation	.94	.95	.66
	Task-oriented leader behavior	.98	.33	.56
	Considerate interpersonal leader behavior	.79	.97	.87

Table 1 (Continued)

		Squad leader sample		
		Task-oriented leader behavior	Considerate interpersonal leader behavior	Negative leader behavior
Company commander sample	Task and interpersonal orientation	.95	.93	.62
	Task-oriented leader behavior	.95	.88	.51
	Considerate interpersonal leader behavior	.80	.91	.84

commander sample matches the interpersonal orientation factor in the squad leader and platoon sergeant samples. However, there does not appear to be a good match in the company commander sample for the negative leadership behavior factor in the other two samples. Thus, the more empirical assessment of the relationships between the factor solutions in the three samples matches the more subjective assessment reached by considering only items with high loading on the factors. The dimensions that seem to emerge continually are task-oriented behavior versus considerate interpersonal behavior.

It was thus decided to use the three-factor solution for the overall (i.e., all three samples combined) data, because the factor solutions of all three samples contained the two major factors that emerged there. The three-factor solution for the entire sample is reported in Appendix D. Factor loadings of +.60 or greater are underlined. The first factor (task orientation) accounted for 22.3% of the total item variance while the interpersonal orientation factor (two) accounted for an additional 19.7% of the total item variance. Thus, these two factors together accounted for 40% of the overall item variance.

Scale Scores

Scale scores were created by taking the subject's standard (Z) score for each item loading +.60 or over on each of the two major factors and averaging these scores together to compute a subject's average item score. This score was then multiplied by the total number of items in the scale to create a scale score. If scores for more than half the items in a scale were missing, a scale score for that subject was not computed. This actually never occurred (the largest number of missing items on any scale was 2) since only 8 of 84 items could be missing for these subjects because of the previous screening procedures. Standard scores were used instead of raw item scores because the means and standard deviations of the items varied and a score of 4 on an item where the mean is 2.5 and the standard deviation is 1 should be weighted more in scale calculation than a score of 4 where the item mean is 3.5 and the standard deviation is 2.

Scale scores were calculated for only two of the three factors, because the third factor contained only one item loading of more than +.60, and this factor was an artifact of the survey design.

As mentioned earlier in the description of the instrument, the 84 items concerning the leader's behavior were asked two ways: how often the leader did a certain behavior and how often a leader should do a certain behavior. With these two pieces of information, it is possible to compute a discrepancy score for each item; that is, the difference between how often a leader does and should do a certain behavior. It was decided to use absolute value of discrepancy between "do" and "should" rather than consider the direction (+ or -) of difference, because using direction of difference would imply that a discrepancy in one direction (too often) is better than discrepancy in the other direction (too little) and there is no intuitive reason why, for example, a leader who overstructures a job should be considered better or worse than a leader who understructures a job.

As with the scales previously described, standardized scores for the absolute values of the discrepancy ("do-should") scores were averaged together to create for subjects two new average scores. Again, if a subject was missing data for either part of an item ("do" or "should"), that item was omitted from the calculation of the average score (at most two items were missing from any scale for any subject). Then this average score was multiplied by the number of items in the scale to create the new discrepancy scale scores.

The above calculations resulted in four leadership scale scores: a "behavioral" task-oriented leader behavior score (based on standard scores of the "do" values only), a behavioral interpersonal-oriented leader behavior scale, a "discrepancy" task-oriented leader behavior score (based on standardized discrepancy, or "do-should" values), and a discrepancy interpersonal-oriented leader behavior score.

The method section describes three items (93-95) measuring job complexity. One item (93) was reversed so that the higher the score for each item, the lower the soldier's rating of job complexity. Then Z scores on these items were calculated and summed to produce a complexity scale score. For those subjects missing one item, that item's score was estimated using the average of the other two items answered (a technique identical to that described above). Subjects missing more than one item were eliminated from the analysis. Ten such subjects existed. The Cronbach alpha for this scale was only -.14. A one-way anova was performed to see if, as predicted, job complexity becomes greater at higher levels within the company. Results show that the mean Z score decreases (that is, jobs become more complex at higher levels within the company). Mean complexity was .140 for squad members, -.015 for team and squad leaders, and -.834 for platoon sergeants and platoon leaders (F = 21.86, df = 2/1531, $p < .001$). Contrasts between levels reveal that there is a trend for first-level leaders (team and squad leaders) to rate their jobs as more complex than squad members (t = 1.705, df = 1531, $p < .09$). Platoon level leaders (platoon sergeants and leaders) rated their jobs as more complex than did first-level leaders (t = 5.290, df = 1531, $p < .001$) and squad members (t = 6.608, df = 1531, $p < .001$).

As described in the method section, six items concerning satisfaction with the Army were included in the survey (items 96-101). As with the other scales, the standard score for each of these six items was averaged together to produce an average item score. Again, if data were missing on an item, that item was not included in the average score. This average score was then multiplied by six (the number of items in the scale) to create a scale score. If more than half the items in the scale were missing, the subject's score on this scale was omitted (this happened eight times).

Cronbach alphas on all scales suggested that these scales were constructed from relatively homogeneous items. Cronbach alpha for the behaviorally scored task-orientation scale was .92, while the behaviorally scored interpersonal orientation scale had an alpha of .91. The discrepancy-scored task orientation scale had an alpha of .90, while the discrepancy-scored interpersonal orientation scale achieved an alpha of .89. The satisfaction with the Army scale's alpha was .82. A summary table showing Cronbach alphas for all scales used in this research is shown in Figure 3.

Individual level variables

Independent

	Alpha
Task orientation (behavioral)	.92
Interpersonal orientation (behavioral)	.91
Task orientation (discrepancy)	.90
Interpersonal orientation (discrepancy)	.89
Job complexity	-.14

Dependent

Satisfaction with the Army	.82
Reenlistment	--

Group level variables

Dependent

Subordinate rulings:	Squad level	.88
	Platoon level	.91
	Company level	.90
Positive subordinate behavior:	Squad level	.32
	Platoon level	.28
	Company level	.34
Negative subordinate behavior:	Squad level	.38
	Platoon level	.41
	Company level	.73
Superiors' rating:	Squad level	.81
	Platoon level	.67
	Company level	.72

Figure 3. Scale Cronbach alphas.

Relationship Between Leadership Scales, Satisfaction with the Army, and Reenlistment Intentions

Table 2 exhibits partial correlations between leader behavior and satisfaction with the Army at squad, platoon, and company level. Partial correlations are used because the hypotheses are phrased in terms of the amount of unique variance accounted for by task versus interpersonal orientation at the three levels of command. These partial correlations reveal the amount of unique variance in the dependent variable (for example, satisfaction with the Army) accounted for by the independent variable (for example, task orientation). In graph form, the amount of variance accounted for by the partial correlation between satisfaction with the Army and task orientation, simultaneously controlling for interpersonal orientation and the interaction between task and interpersonal orientation, is shown by the darkened area in Figure 4.

Table 2

Relationship Between Leadership Scales and Satisfaction With the Army at Three Levels

		Squad	Platoon	Company
Behavioral scores:				
Task orientation (A)	r =	.140	.129	.086
	n =	882	503	139
	p <	.001	.01	.32
Interpersonal (B) orientation	r =	.146	.126	.301
	n =	882	503	139
	p <	.001	.01	.001
Interaction (AxB)	r =	.066	-.030	.010
	n =	882	503	139
	p <	.05	.51	.25
Discrepancy scores:				
Task orientation (A)	r =	.051	-.034	-.145
	n =	882	503	139
	p <	.13	.45	.09
Interpersonal (B) orientation	r =	-.172	-.228	-.330
	n =	882	503	139
	p <	.001	.001	.001
Interaction (AxB)	r =	-.008	.029	.161
	n =	882	503	139
	p <	.81	.52	.06

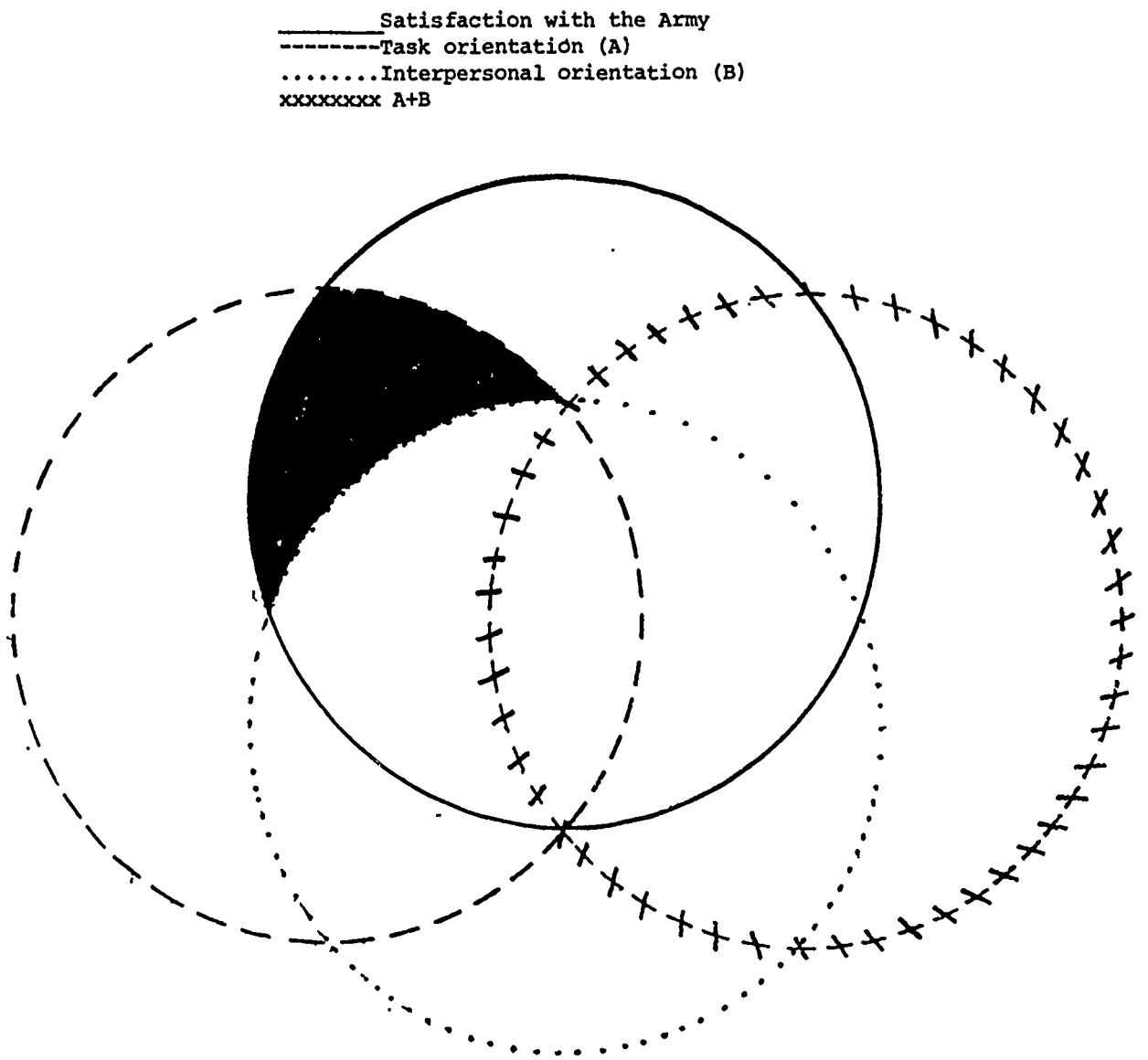

Figure 4. Graphic explanation of a partial correlation.

The behaviorally scored (i.e., "do" scores only) leadership scales do not support the hypotheses at all and in fact appear to support the inverse of the hypotheses. That is, leader task orientation does not become a more important determinant of soldier satisfaction with the Army at higher levels (in fact there is a nonsignificant trend for it to be less important at higher levels) while leader interpersonal orientation is a somewhat more important determinant of satisfaction with the Army for immediate subordinates of company commanders than for immediate subordinates of platoon sergeants and squad leaders ($p < .07$; p values represent results of Z tests for significant differences between independent correlations).

The discrepancy-scored scales did not support the hypotheses much better. (Before discussing discrepancy scores it should be noted that the negative partial correlations between discrepancy scores and satisfaction with the Army are in the expected direction because the minus sign indicates the less discrepancy between real and ideal leader behavior, the greater the satisfaction with the Army, or vice versa.) While there were no statistically significant differences among correlations between (discrepancy-scored) task orientation and satisfaction with the Army at the three levels, there was a trend for a leader's task orientation to be a somewhat stronger predictor of satisfaction for subordinates of company-level leaders than for subordinates of platoon or squad-level leaders. Also, a leader's interpersonal orientation was a somewhat stronger predictor of satisfaction with the Army as level increases. The differences between the squad and company-level correlations approached significance ($p < .07$).

It also appears that, in general, leaders' interpersonal orientation is a more reliable predictor of soldiers' satisfaction with the Army than is leaders' task orientation; that is, while only two of the six partial correlations between leaders' task orientation and satisfaction with the Army were significant, all six partial correlations between leaders' interpersonal orientation and satisfaction with the Army were significant. Leaders' interpersonal orientation appears to be a better predictor of satisfaction with the Army than was leaders' task orientation especially (1) at company level and (2) when discrepancy scores were used.

Tests for independent correlations were used to examine differences between partial correlations of task orientation and satisfaction versus interpersonal orientation and satisfaction at each level of command. The test for differences between independent correlations were used because partial correlations controlled for covariation among the leadership scales and the test for independent correlations is a more conservative test than the test for dependent correlations generally used in this situation. These tests revealed that for the behaviorally scored scales, the difference between these two correlations was significant only at company level. However, using discrepancy scores, the difference between the task orientation-satisfaction and interpersonal orientation-satisfaction correlations reach significance at the squad and platoon levels and approach it ($p < .11$) at the company level.

Interaction terms did not appear to be particularly good predictors of satisfaction with the Army at any level.

Table 3 contains partial correlations between leader behavior and reenlistment intentions at squad, platoon, and company level. Again, none of the

data support the proposed hypotheses. For the behavioral scores, there is a nonsignificant trend for leaders' task orientation to be more associated with reenlistment intentions for squad-level leaders than for squad members, but the trend does not hold, because company commanders' task orientation is negatively associated with platoon-level leaders' reenlistment intentions. Considering both the behavioral and discrepancy scores, there is a trend for leaders' interpersonal orientation to be slightly more associated with reenlistment intentions for platoon-level leaders (i.e., at company level) compared to the other two levels, but none of the differences between these correlations even approach (i.e., $p < .10$) statistical significance).

Table 3

Relationships Between Leadership Scales and Reenlistment Intentions at Three Levels

		Squad	Platoon	Company
Behavioral scores:				
Task orientation (A)	r =	.032	.103	-.034
	n =	870	499	137
	$p <$	.34	.05	.69
Interpersonal (B) orientation	r =	.086	.005	.160
	n =	870	499	137
	$p <$	.05	.91	.06
Interaction (A+B)	r =	.057	-.014	.066
	n =	870	499	137
	$p <$	.10	.76	.45
Discrepancy scores:				
Task orientation (A)	r =	.013	.021	-.035
	n =	870	499	137
	$p <$	.70	.64	.69
Interpersonal (B) orientation	r =	-.085	-.094	-.164
	n =	870	499	137
	$p <$	.05	.05	.06
Interaction (AxB)	r =	-.065	-.021	-.006
	n =	870	499	137
	$p <$	.90	.65	.95

Again, the pattern of correlations suggests that leaders' interpersonal orientation may be a better predictor of soldiers' reenlistment intentions than is leaders' task orientation. While only one of the six partial correlations between task orientation and reenlistment intentions reached or

approached traditional levels of statistical significance, five of the six partial correlations between interpersonal orientation and reenlistment intentions reached or closely approached ($p < .06$) traditional significance levels. However, tests for independent correlations show that none of the differences between the task orientation-reenlistment and interpersonal orientation-reenlistment correlations are significant. This is true over all three levels and whether the scales are computed behaviorally or using discrepancy scores.

Again, interaction terms were not highly associated with reenlistment intentions at any level.

A pattern noticeable in both Tables 2 and 3 is the low partial correlations between leadership scales and the dependent variables. The largest partial correlation between a leadership scale and satisfaction with the Army ($r = .330$) accounts for about 11% of the variance in satisfaction with the Army, and the median correlation (ignoring sign) between leadership scale (excluding interaction terms) and satisfaction with the Army is around .14. Similarly, the largest partial correlation between a leadership scale and reenlistment intentions ($r = .164$) accounts for about 3% of the variance in reenlistment intentions, and the median correlation (ignoring sign) is around .09. Table 4, showing scale intercorrelations at all three levels, may explain the low partial correlations. Examining the Pearson correlations at all three levels between the two leadership scales, scored in the behavioral and discrepancy manners, and satisfaction with the Army, a median correlation in the low .40s is revealed. Inspecting the Pearson correlations at all levels between the two leadership scales, scored in the behavioral and discrepancy manners, and reenlistment intention, a median correlation of about .13 emerges. Thus, the median Pearson correlations between leadership scales and dependent measures are higher than the median partial correlations, especially for satisfaction with the Army. This is because the two leadership scales (whether derived through the behavioral or discrepancy method) are highly intercorrelated at all three levels. The median intercorrelation between these two scales is in the .70s, indicating that about half the variance in one scale is shared with the other. Thus, once the shared variance with the dependent variables is partialled out, much lower partial correlations are obtained.

It seems surprising that the two scales are as highly correlated, because they were factor analytically derived. This suggests a very large G factor in the leadership survey instrument.

Table 4 also shows that while the two main independent variables (i.e., task versus interpersonal orientation) are highly related, the two dependent variables (satisfaction with the Army and reenlistment intentions) are relatively independent, with only 20% of shared variance (i.e., Pearson $r = .44$).

Aggregation of the Data

The previously described analysis used the subject as unit of analysis. However, the unit (squad, platoon, or company) could also serve as the unit of analysis. In order to use squads, platoons, or companies as the unit of analysis, the data must be aggregated. Four main types of data were aggregated: subordinates' performance ratings, measures of behavior as reported

Table 4

Pearson Correlations Between Leadership Scales and Dependent Variables at Three Levels

	Squad level			
	Reenlistment intention	Task orientation (behavioral)	Interpersonal orientation (behavioral)	Interaction (behavioral)
Satisfaction with the Army	r = .442 n = 870 p = .001	r = .340 n = 886 p = .001	r = .354 n = 886 p = .001	r = -.132 n = 886 p = .001
Reenlistment intention		r = .124 n = 874 p = .001	r = .148 n = 874 p = .001	r = -.018 n = 874 p = .001
Task orientation (behavioral)			r = .775 n = 891 p = .001	r = -.502 n = 891 p = .001
Interpersonal orientation (behavioral)				r = -.432 n = 891 p = .001
Interaction (behavioral)				
Task orientation (discrepancy)				
Interpersonal orientation (discrepancy)				

Table 4 (Continued)

	Squad level		
	Task orientation (discrepancy)	Interpersonal orientation (discrepancy)	Interaction (discrepancy)
Satisfaction with the Army	r = -.293 n = 886 p = .001	r = -.332 n = 886 p = .001	r = -.207 n = 886 p = .001
Reenlistment intention	r = -.086 n = 874 p = .011	r = -.121 n = 874 p = .001	r = -.066 n = 874 p = .050
Task orientation (behavioral)	r = -.764 n = 891 p = .001	r = -.647 n = 891 p = .001	r = -.417 n = 891 p = .001
Interpersonal orientation (behavioral)	r = -.657 n = 891 p = .001	r = -.836 n = 891 p = .001	r = -.403 n = 891 p = .001
Interaction (behavioral)	r = .480 n = 891 p = .001	r = .440 n = 891 p = .001	r = .707 n = 891 p = .001
Task orientation (discrepancy)		r = .440 n = 891 p = .001	r = .707 n = 891 p = .001
Interpersonal orientation (discrepancy)			r = .625 n = 891 p = .001

Table 4 (Continued)

	Platoon level			
	Reenlistment intention	Task orientation (behavioral)	Interpersonal orientation (behavioral)	Interaction (behavioral)
Satisfaction with the Army	r = .439 n = 501 p = .001	r = .322 n = 507 p = .001	r = .320 n = 507 p = .001	r = -.098 n = 507 p = .028
Reenlistment intention		r = .163 n = 503 p = .001	r = .125 n = 503 p = .005	r = -.049 n = 503 p = .277
Task orientation (behavioral)			r = .743 n = 509 p = .001	r = -.212 n = 509 p = .001
Interpersonal orientation (behavioral)				r = -.177 n = 509 p = .001
Interaction (behavioral)				
Task orientation (discrepancy)				
Interpersonal orientation (discrepancy)				

Table 4 (Continued)

	Platoon level		
	Task orientation (discrepancy)	Interpersonal orientation (discrepancy)	Intention (discrepancy)
Satisfaction with the Army	r = -.265 n = 507 p = .001	r = -.342 n = 507 p = .001	r = -.126 n = 507 p = .005
Reenlistment intention	r = -.077 n = 503 p = .085	r = -.124 n = 503 p = .006	r = -.067 n = 503 p = .132
Task orientation (behavioral)	r = -.875 n = 509 p = .001	r = -.674 n = 509 p = .001	r = -.335 n = 509 p = .001
Interpersonal orientation (behavioral)	r = -.631 n = 509 p = .001	r = -.880 n = 509 p = .001	r = -.284 n = 509 p = .001
Interaction (behavioral)	r = .269 n = 509 p = .001	r = .260 n = 509 p = .001	r = .777 n = 509 p = .001
Task orientation (discrepancy)		r = .720 n = 509 p = .001	r = .437 n = 509 p = .001
Interpersonal orientation (discrepancy)			r = .422 n = 509 p = .001

Table 4 (Continued)

	Company level			
	Reenlistment intention	Task orientation (behavioral)	Interpersonal orientation (behavioral)	Interaction (behavioral)
Satisfaction with the Army	r = .452 n = 141 p = .001	r = .452 n = 143 p = .001	r = .514 n = 143 p = .001	r = .150 n = 143 p = .075
Reenlistment intention		r = .149 n = 141 p = .078	r = .215 n = 141 p = .010	r = .100 n = 141 p = .238
Task orientation (behavioral)			r = .757 n = 144 p = .001	r = .206 n = 144 p = .001
Interpersonal orientation (behavioral)				r = .096 n = 144 p = .254
Interaction (behavioral)				
Task orientation (discrepancy)				
Interpersonal orientation (discrepancy)				

Table 4 (Continued)

	Company level		
	Task orientation (discrepancy)	Interpersonal orientation (discrepancy)	Interaction (discrepancy)
Satisfaction with the Army	r = -.428 n = 143 p = .001	r = -.482 n = 143 p = .001	r = -.026 n = 143 p = .760
Reenlistment intention	r = -.183 n = 141 p = .030	r = -.247 n = 141 p = .003	r = -.060 n = 141 p = .483
Task orientation (behavioral)	r = -.834 n = 144 p = .001	r = -.620 n = 144 p = .001	r = -.095 n = 144 p = .256
Interpersonal orientation (behavioral)	r = -.572 n = 144 p = .001	r = -.839 n = 144 p = .001	r = -.980 n = 144 p = .018
Interaction (behavioral)	r = -.198 n = 144 p = .017	r = -.038 n = 144 p = .651	r = -.733 n = 144 p = .001
Task orientation (discrepancy)		r = .661 n = 144 p = .001	r = .134 n = 144 p = .110
Interpersonal orientation (discrepancy)			r = .359 n = 144 p = .001

by subordinates, superiors' performance ratings, and measures of behavior as reported by superiors.

Subordinates' Performance Ratings. For each of the three levels (squad, platoon, and company), the mean rating of the leader by all subordinates rating the leader on the two leadership scales was used as measures of subordinates' perceptions of leader behavior. Also, the mean rating of unit performance on items 103-109 (see Appendix A) by all subordinates rating the leader served as the subordinates' perceptions of unit performance.

Subordinates' Behavior. The mean response of unit personnel to items 112-121 (see Appendix A) served as average unit behavior as reported by subordinates. Item 111 was omitted because data suggested that this item was misinterpreted. For "yes-no" items, "yes" was scored as 1 and "no" as 0. When the total number of 1s was divided by the total number of subordinates, the product is the percentage of people in the unit performing that behavior. Also, two procedures were used to "clean" the data. First, responses to items that were totally unrealistic (e.g., for item 110, responses indicating that a person had worked for a superior more than 36 months) were eliminated. Second, for each item other than "yes-no" items, a 95% confidence interval was constructed. Those falling outside this interval on more than two of the eight items were assumed to be giving false data because the odds of being in the top 5% of the distribution by chance more than two times out of eight are less than 5%. Data for these persistent outlyers were eliminated for items 112-123 to keep a few people with consistently high responses from skewing the data. It resulted in the elimination of less than 2% of the data. Since the nature of these items was to tap "critical incidents," the modal response to these items was 0. Given this, it was impossible to distinguish those answering honestly in the low direction from those falsifying answers in this direction. Thus, the above screening procedures were only effective in screening those probably falsifying data in a positive direction.

After the data were screened for these problems, behavior of all members of the squad, except the squad leader, was averaged to produce mean squad behavior; likewise, behavior of all members of the platoon except the platoon sergeant and platoon leader was averaged to produce mean platoon behavior, and reported behavior of all members of the company was averaged to produce mean company behavior. The behavior of unit leaders was omitted at the squad and platoon level because the purpose of this research was to measure the relationship of leader behavior to subordinate performance; including the behavior of leaders in measures of unit behavior would have confounded the results. At the company level, the company commander and first sergeant were not surveyed, so their data were not introduced into the sample in the first place. Also, because average behavior (e.g., percentage of 3-day passes in the company) rather than the sum of behavior (e.g., total number of 3-day passes given) was used in this analysis, the fact that only the three line platoons were surveyed does not invalidate company data. Average behavior as estimated from the three line platoons should approximate average behavior of the company as a whole.

Superiors' Performance Ratings. Appendix B contains the instrument used to gather superiors' perceptions of units' performance. The 21 scores of each individual rater (i.e., 7 measures x 3 units) were reduced to individual standard (Z) scores, because each rater may have varied in rating leniency,

and differences among units were of interest rather than absolute value of ratings. For example, if one rater scored three squads (or platoons or companies) as 4, 6, and 8 and another rater scored the three as 2, 4, and 6 respectively, there would be large discrepancies between their raw score ratings of the units, but their individual standard (Z) score ratings would be identical. The individual standard scores of both commissioned officer and NCO ratings of the unit were averaged together to produce a mean unit rating by superiors.

Behavior as Reported by Superiors. Measures of the behaviors of unit personnel collected on the background data form (see Appendix B) were found to contain large amounts of data where no instance of the behavior occurred in the squad, platoon, or company during the month in question. This greatly reduces the variance of these dependent variables and hence their ability to discriminate between units. Thus, these data were discarded from further analysis.

Scale Scores of Aggregated Measures. Since partial correlations were to be computed between each dependent measure and each of the three leadership scales (including the interaction) scored in the regular and discrepancy manner at each of three levels, each dependent measure would result in 18 partial correlations. Thus, it was necessary to minimize the number of dependent variables so that the volume of data would be interpretable. Therefore, scales were made out of each of the three major groupings of dependent variables.

For items 103-109 (see Appendix A), standard scores were computed for each unit (squad, platoon, or company) for each item. These standard scores were then averaged together to produce a subordinate performance average rating. If a unit had less than two people responding to an item, that item was not used to compute the average score. This average score then was multiplied by the number of items in the scale (seven) to create a subordinate performance scale score. This subordinate performance scale had a Cronbach alpha of .88 at squad, .91 at platoon, and .90 at company level.

For items 112-121 (behavior as reported by subordinates), inspection of the data revealed that, even after screening, data on items 112 (percentage of unit personnel involved in civilian education) and 116 (average number of sick calls in unit) were unreliable. Thus, these items were discarded. For the remainder of these items, Z scores were calculated for each item. Then for each unit the average of Z scores for items 113, 114, and 115 (indicators of positive personnel readiness) was calculated. Also, the average of Z scores for items 117 to 121 (negative indicators of personnel readiness) was also calculated. Again, if a unit had less than two people responding to an item, that item was not included in the computation of the average. The average was then multiplied by the number of items in the scale. Also, if more than half of the items in a scale were missing for a unit, that unit was not given a score on that scale. However, Cronbach alphas for these scales were generally unimpressive with the positive personnel readiness scale possessing alphas of .32 at squad level, .28 at platoon level, and .34 at company level. The negative personnel readiness scales fared little better, with Cronbach alphas of .38 at squad, .41 at platoon, and .73 at company level.

Since the superiors' ratings were already normalized, these ratings were simply averaged to produce an average superiors' rating. If neither the commissioned officers nor NCO in charge of the unit had supplied ratings on an item, that item was omitted from the calculation of the average. The average then was multiplied by the number of items in the scale (seven) to produce a superiors' rating scale. Any unit missing data on over half the scale items was not assigned a score on this scale. This scale had respectable internal validity with Cronbach alphas of .81 at squad, .67 at platoon, and .72 at company level.

Table 5 shows intercorrelations between the four scales at the three different levels. Basically these measures are relatively independent. At squad and platoon level, subordinates' perceptions of unit performance correlated positively with instances of positive subordinate behavior. Also at platoon level, subordinates' perception of unit performance related positively with superiors' perception of unit performance. No other correlations were statistically significant.

Partial correlations between the averaged leadership scales and various measures of unit personnel readiness and performance are reported below. Since these correlations were supposed to measure the effects of leadership as perceived by the group, any squad, platoon, or company where the leader was rated by less than two people was eliminated from the analyses.

Relationship Between Leadership Scales and Aggregated Measures

Table 6 contains partial correlations between aggregated leadership scales and subordinates' perceptions of unit performance at squad, platoon, and company levels. Significant correlations showed that at platoon level both task and interpersonal orientation accounted for about the same amount of unique variance in performance. This is true whether the leadership scales are scored in a behavioral or discrepancy manner. Further, both task and interpersonal orientation, whether scored in a behavioral or discrepancy manner, accounted for significantly more variance at platoon versus squad level ($p < .05$).

The results at company level were not as interpretable. When scales were contrasted using behavioral scoring ("do"), only interpersonal orientation correlated significantly with unit performance; but when scales were scored in a discrepancy manner, only task orientation related significantly to unit performance. Examining these correlations across levels of command, with correlations scored in the behavioral manner, interpersonal orientation appears to become a more reliable predictor of performance at higher levels of command although only differences between squad level and the other two levels reach statistical significance ($p < .05$). However, examining discrepancy score correlations, task orientation, as predicted, becomes a more reliable determinant of performance as level of command increases, although again only differences between squad level and the other two levels reach (squad versus platoon, $p < .05$) or closely approach (squad versus company, $p < .07$) statistical significance.

Inspection of Tables 7, 8, and 9 reveals no systematic relationships between leader behavior and positive subordinate behaviors, negative subordinate

Table 5

Relationship Between Aggregated Unit Performance Measures at Three Levels

		Positive personnel readiness	Negative personnel readiness	Superiors' performance rating
		Squad level		
Subordinates' performance rating	r =	.205	-.084	.091
	n =	263	262	230
	p <	.001	.18	.18
Positive personnel readiness	r =		-.025	.018
	n =		275	239
	p <		.69	.79
Negative personnel readiness	r =			.018
	n =			238
	p <			.79
		Platoon level		
Subordinates' performance rating	r =	.204	-.089	.238
	n =	98	98	92
	p <	.05	.39	.03
Positive personnel readiness	r =		-.087	-.009
	n =		90	93
	p <		.40	.94
Negative personnel readiness	r =			-.026
	n =			93
	p <			.81
		Company level		
Subordinates' performance rating	r =	.197	.042	.068
	n =	32	32	32
	p <	.29	.83	.72
Positive personnel readiness	r =		-.163	-.119
	n =		33	33
	p <		.37	.52
Negative personnel readiness	r =			.099
	n =			33
	p <			.59

Table 6

Relationship Between Leadership Scales and Subordinates' Performance Ratings at Three Levels

		Squad	Platoon	Company
Behavioral scores:				
Task orientation (A)	r =	.092	.439	.265
	n =	245	94	28
	p <	.16	.001	.16
Interpersonal (B) orientation	r =	.060	.390	.440
	n =	245	94	28
	p <	.36	.001	.02
(AxB)	r =	-.004	-.034	-.228
	n =	245	94	28
	p <	.96	.75	.23
Discrepancy scores:				
Task orientation (A)	r =	-.009	-.349	-.370
	n =	245	94	28
	p <	.90	.001	.05
Interpersonal (B) orientation	r =	-.123	-.408	-.250
	n =	245	94	28
	p <	.06	.001	.19
(AxB)	r =	.008	.084	-.092
	n =	245	94	28
	p <	.91	.42	.64

Table 7

Relationship Between Leadership Scales and Subordinates' Positive Personnel Readiness at Three Levels

		Squad	Platoon	Company
Behavioral scores:				
Task orientation (A)	r =	.056	-.093	-.034
	n =	247	94	28
	p <	.38	.38	.87
Interpersonal (B) orientation	r =	.035	.125	.243
	n =	247	94	28
	p <	.59	.23	.20
(AxB)	r =	-.038	-.150	-.395
	n =	247	94	28
	p <	.56	.15	.04
Discrepancy scores:				
Task orientation (A)	r =	.007	.102	-.061
	n =	247	94	28
	p <	.92	.33	.76
Interpersonal (B) orientation	r =	.000	-.074	-.071
	n =	247	94	28
	p <	.99	.48	.71
(AxB)	r =	-.087	-.140	-.158
	n =	247	94	28
	p <	.18	.18	.41

Table 8

Relationship Between Leadership Scales and Subordinates' Negative Personnel Readiness at Three Levels

		Squad	Platoon	Company
Behavioral scores:				
Task orientation (A)	r =	.010	-.025	.145
	n =	246	94	28
	p <	.88	.82	.45
Interpersonal (B) orientation	r =	.023	.093	-.133
	n =	246	94	28
	p <	.72	.37	.49
(AxB)	r =	.108	.068	.109
	n =	246	94	28
	p <	.10	.52	.57
Discrepancy scores:				
Task orientation (A)	r =	.086	.013	-.183
	n =	246	94	28
	p <	.18	.91	.34
Interpersonal (B) orientation	r =	.063	-.081	.102
	n =	246	94	28
	p <	.33	.44	.60
(AxB)	r =	.189	.027	.019
	n =	246	94	28
	p <	.01	.80	.93

behavior, or unit performance as perceived by superiors. Table 7 shows only one statistically significant correlation, and that one is counterintuitive. That is, subordinates of leaders high in both task and interpersonal orientation (behaviorally scored) have less positive behaviors than leaders low on both task and interpersonal orientation. Table 8 contains only two correlations attaining or approaching ($p < .10$) statistical significance, and they contradict each other. The interaction term scored in the behavioral manner suggests that squad leaders high in both task and interpersonal orientation have subordinates who perform more negative behavior, while the interaction term scored in a discrepancy manner suggests the opposite relation exists at squad level. In Table 9, no correlations reached and only two approached ($p < .10$) statistical significance. At the squad level, leaders' task orientation and overall task x interpersonal orientation (both scored behaviorally) related positively to superiors' perceptions of squad performance. While these two correlations make sense, in the absence of other significant correlations they tell us little.

Table 9

Relationship Between Leadership Scales and Superiors' Performance Ratings at Three Levels

		Squad	Platoon	Company
Behavioral scores:				
Task orientation (A)	r =	.114	.100	-.074
	n =	223	88	28
	p <	.09	.35	.70
Interpersonal (B) orientation	r =	-.022	-.063	.180
	n =	223	88	28
	p <	.75	.56	.35
(AxB)	r =	.114	-.103	-.139
	n =	223	88	28
	p <	.09	.34	.47
Discrepancy scores:				
Task orientation (A)	r =	-.022	-.161	.078
	n =	223	88	28
	p <	.75	.13	.69
Interpersonal (B) orientation	r =	-.048	.074	-.097
	n =	223	88	28
	p <	.48	.49	.62
(AxB)	r =	.066	-.049	-.069
	n =	223	88	28
	p <	.33	.65	.72

Pearson correlations between leadership scales and the various measures of unit effectiveness at the three levels are reported in Table 10. Inspection of the table suggests that the Pearson correlations between the leadership scales and subordinates' ratings of unit performance are roughly twice the size of the comparable partial correlations. As discussed before, this is due to the intercorrelation between the leadership scales. The magnitude of the Pearson correlations between leadership scales and the other three unit effectiveness measures are roughly the same as the partial correlations, revealing that the nonsignificance of these partial correlations was not due to variance lost when the overlap in leadership scales was eliminated.

DISCUSSION

Results indicated that military leaders at all three levels are perceived in terms of the two dimensions well documented in leadership literature--task and interpersonal orientation. In this research, however, these two dimensions were highly related. Since correlations over .50 are not typical of the literature, it is more likely a result of response bias on the part of subjects than a demonstration that military leaders high on one of these dimensions are also likely to be high on the other. However, earlier research by Sterling and Carnes (1980) does show that more positive perceptions of leaders are obtained in units high in awards and units high in punishment, suggesting that effective leaders use both the carrot and the stick. Thus, perhaps not all the relationship between leaders' task and interpersonal orientation is due to response bias.

Nonetheless, future research should probably concentrate more on actual observed leader behavior rather than retrospective recall by subordinates. This would tend to eliminate response bias and give a more accurate picture of dimensions of leader behavior and their interrelations.

In the discussion to follow, causal relationships between leader behavior on one hand and supposedly dependent variables on the other are inferred. The reader is reminded that correlation does not necessarily imply causation, and that subjective reports of perceptions of leader behavior and other variables do not equate to the variables themselves. Nonetheless, leader behavior has been well established as a potent determinant of the behavior of group members, and subjective reports have been well established as means of gathering observational data on complex phenomena such as leadership and unit performance. Inferences drawn from the correlation data of a nonchance nature, herein reported, are based on the congruency between the data and the inferences and are strengthened to the degree that they are consistent with prior research. They should be accepted cautiously, however, in line with the caveat that correlation does not necessarily equal causation.

Leader interpersonal orientation becomes a stronger correlate of subordinate satisfaction with the Army at higher levels and particularly at company level. There is a tendency for the same relationship between leaders' interpersonal orientation and reenlistment. A (post hoc) explanation--if causal in nature--is that as one goes up the chain of command, a leader has more power to help people if the leader chooses to do so. Thus, a company commander could help a person solve a personal problem by cutting red tape more quickly than a squad leader could. Also, a company commander could reward good performance

Table 10

Pearson Correlations Between Leadership Scales and Aggregated Dependent Measures at Three Levels

		Squad level			
		Subordinates' performance ratings	Subordinates' positive personnel readiness	Subordinates' negative personnel readiness	Superiors' performance ratings
Behavioral scores:					
Task orientation (A)	r =	.254	.042	-.080	.055
	n =	264	277	275	252
	p <	.001	.49	.19	.39
Interpersonal orientation (B)	r =	.244	.025	-.067	.043
	n =	264	277	275	252
	p <	.001	.69	.28	.50
(AxB)	r =	-.139	-.075	.123	.052
	n =	264	277	275	252
	p <	.03	.22	.05	.42
Discrepancy scores:					
Task orientation (A)	r =	-.199	-.049	.075	-.033
	n =	264	277	275	252
	p <	.001	.43	.22	.61
Interpersonal orientation (B)	r =	-.243	-.046	.105	-.039
	n =	264	277	275	252
	p <	.001	.45	.09	.55
(AxB)	r =	-.132	-.090	.209	.019
	n =	264	277	275	252
	p <	.04	.14	.001	.77

Table 10 (Continued)

		Platoon level			
		Subordinates' performance ratings	Subordinates' positive personnel readiness	Subordinates' negative personnel readiness	Superiors' performance ratings
Behavioral scores:					
Task orientation (A)	r =	.719	.029	.043	.108
	n =	98	98	98	92
	p <	.001	.78	.68	.31
Interpersonal (B) orientation	r =	.702	.121	.091	.044
	n =	98	98	98	92
	p <	.001	.24	.38	.68
(AxB)	r =	-.668	.002	-.057	-.178
	n =	98	98	98	92
	p <	.001	.99	.59	.09
Discrepancy scores:					
Task orientation (A)	r =	-.689	-.081	-.093	-.083
	n =	98	98	98	92
	p <	.001	.43	.37	.43
Interpersonal (B) orientation	r =	-.215	-.167	.045	-.120
	n =	98	98	98	92
	p <	.04	.11	.66	.26
(AxB)	r =	-.302	-.153	-.020	-.105
	n =	98	98	98	92
	p <	.01	.14	.85	.33

Table 10 (Continued)

		Company level			
		Subordinates' performance ratings	Subordinates' positive personnel readiness	Subordinates' negative personnel readiness	Superiors' performance ratings
Behavioral scores:					
Task orientation (A)	r =	.637	.105	.091	.001
	n =	32	33	33	33
	p <	.001	.57	.62	1.00
Interpersonal orientation (B)	r =	.696	.210	-.011	.103
	n =	32	33	33	33
	p <	.001	.25	.96	.58
(AxB)	r =	.055	-.301	.102	-.183
	n =	32	33	33	33
	p <	.77	.09	.572	.31
Discrepancy scores:					
Task orientation (A)	r =	-.584	-.154	-.148	.028
	n =	32	33	33	33
	p <	.001	.40	.42	.88
Interpersonal orientation (B)	r =	-.542	-.174	-.015	-.063
	n =	32	33	33	33
	p <	.001	.34	.94	.73
(AxB)	r =	-.163	-.171	-.009	-.140
	n =	32	33	33	33
	p <	.38	.35	.97	.44

with a 3-day pass, while a squad leader or even platoon sergeant generally can only recommend such a reward. This explanation parallels the findings of O'Reilly and Roberts (1978) that high leader consideration is a better predictor of satisfaction when leaders have high influence.

The explanation that higher level subordinates "saw through" the research to a greater extent than did lower level subordinates and thus presented a higher relationship between leader behavior and their general satisfaction is not very tenable, because one would then expect to see the same trend for task orientation and satisfaction, which is not the case.

Also leaders' interpersonal orientation was generally more highly related to employee satisfaction than leaders' task orientation at all levels. Non-significant trends in the same direction exist for the reenlistment data. Again, these results were not predicted on the basis of the leadership literature. House's model would predict leader consideration to be a more positive predictor of satisfaction than leader structure at lower levels but would postulate the reverse at higher levels. However, it seems in this sample that everyone likes and needs leaders to be interpersonally oriented. Both this finding and the finding that leader interpersonal orientation becomes more important at higher levels points to the importance of leader interpersonal orientation overall, that is, not only to young junior enlisted soldiers, but to college-educated junior officers and wise old platoon sergeants, too. Leaders' interpersonal orientation is a small but important ingredient of satisfaction with the Army and reenlistment intentions for all these groups.

Leader behavior also appears to be a better predictor of satisfaction with the Army than of reenlistment intentions. This is consistent with findings by Royle and Robertson (1980) who found that, in general, job satisfaction was better predicted by variables related to the work itself (such as relations with one's supervisor) while reenlistment was better predicted by degree of satisfaction with other aspects of military life (like opportunity to select one's next duty station). The above study is also interesting because it shows that reenlistment intentions are a good predictor of actual reenlistment (r of around .50).

The relationship between leader behavior and unit performance is not as clear. If one examines the behaviorally scored leadership scales, it appears that leaders' interpersonal orientation is a better predictor of performance (as perceived by subordinates) at higher levels. However, the discrepancy scores show that leaders' task orientation is a better predictor of performance at higher levels. These findings are not contradictory and perhaps both are true. However, the method-variance makes this statement uncertain. The finding generally supported by the literature is the one in which leaders' task orientation becomes a better predictor of unit performance at higher levels. The hypothesized reason for this is that at higher levels tasks are more complex, stressful, etc., and thus leaders' task orientation is useful in helping subordinates reduce complexity, stress, etc., and thus improves group performance.

The finding that leaders' interpersonal orientation is a better predictor of unit performance at higher levels is not predicted on the basis of the literature. However, if it is true (as hypothesized previously) that leaders at higher levels have more power to assist their subordinates, one might expect

a closer relationship between leaders' interpersonal orientation and unit performance at higher levels. That is, soldiers might perform better for a higher level leader who is considerate because that leader would and could reward their performance. However, a considerate lower level leader might be less able to turn his or her good intentions into reality so that leader's degree of consideration could be a less efficient motivator of subordinate performance.

An alternative explanation of the relationships between leader interpersonal orientation, subordinate satisfaction, and unit performance at the three levels also exists. This explanation is that as one goes up the chain of command the climate may become one of more general threat and suspicion. A highly considerate leader who could "absorb" that threat rather than simply "reflect it" onto his subordinates would thus become more valuable, both in terms of satisfaction and performance (e.g., by eliminating wasted effort to cover oneself).

No meaningful relationships between leader behavior and positive personnel readiness, negative personnel readiness, or superiors' ratings of unit performance emerged. Since O'Mara (1979) showed that unit climate and leader behaviors were associated with personnel readiness measures such as AWOLs and reenlistment, this finding probably means that the self-report measures used in this research were not accurate measures of personnel readiness, rather than that such a relationship does not exist in this sample. The fact that superiors' ratings of performance were not associated with leadership behaviors is more surprising. However, O'Mara (1979) showed that brigade commanders' ratings of their battalions showed little relationship to measures of unit climate (including leadership) within those units. Future research should employ more objective measures of personnel readiness and unit performance, making use of archival data.

It is recognized that many of these results are based on relatively small correlations, with differences between these correlations sometimes only marginally significant. Assuming that other data verify these results, the following recommendations are made.

First, leadership training courses should discuss the 10 items making up the interpersonal orientation scale, the 11 items making up the task orientation scale in the current research, and examples of how these leader behaviors apply to day-to-day military situations. It is recommended that these particular items be studied because their high factor loading indicates that these items are considered by soldiers to be the "heart" of leader task and interpersonal orientation.

Second, although the role of leader task orientation should not be downplayed (in the author's opinion this is very unlikely to occur in the military anyway), leaders should be told that there is a statistical (i.e., not just common sense) and positive relationship between leaders' interpersonal orientation and subordinates' morale (as measured by satisfaction with the Army) and (to a lesser extent) reenlistment intentions. Further, leaders should be told that, if anything, this relationship becomes more rather than less important at higher levels within the company. This would underscore the importance of practicing leader interpersonal orientation as defined by the 10 items loading most highly on this factor.

Two research recommendations seem appropriate on the basis of these data. First, as mentioned previously, since the retrospective perceptions of leader behavior made by subordinates seem to reflect a reaponse bias, more accurate ways of measuring military leaders' behavior should be explored. McCall (1977); McCall, Morrison, and Hannon (1978); and McCall and Lombardo (1979) have called for the need to observe leader behavior directly and have constructed methodologies for doing so. These authors suggest that when actual leader behavior is observed, a different and more complex picture of leadership emerges.

A second research issue that should be explored is the validity of the leader influence hypothesis offered here to explain why leaders' interpersonal orientation becomes a better predictor of satisfaction with the Army (and perhaps reenlistment intentions and unit performance) at higher levels. If it is true that high leader influence strengthens the relationship between leaders' interpersonal orientation and subordinates' morale, then steps could be taken to enlarge the power of lower level leaders. For instance, certain small rewards such as a day off or letter of recognition could be placed completely under the control of squad-level leaders and their decision to administer such rewards would be final. This control would serve to increase the power (influence) of squad-level leaders in subordinates' eyes and hence the leaders' interpersonal orientation may have more influence on subordinates' morale.

REFERENCES

Blake, R. R., & Mouton, J. S. (1968). Corporate excellence through grid organizational development. Houston: Gulf Publishing.

Bleda, P. R., Gitter, G. A., & D'Agostino, R. B. (1977). Enlisted men's perceptions of leader attributes and satisfaction with military life. Journal of Applied Psychology, 62, 43-49.

Bleda, P. R., Gitter, G. A., & D'Agostino, R. B. (1978). Perceptions of leader attributes and satisfaction with military life. ARI Technical Paper 307.

Chemers, M. M., & Rice, R. W. (1974). A theoretical and empirical examination of Fiedler's contingency model of leadership effectiveness. In J. G. Hunt & L. L. Larson (Eds.), Contingency Approaches to Leadership. Carbondale: Southern Illinois University Press.

Connelly, D. W., Malone, D. M., Penner, D. P., & Ulmer, W. F., Jr. (1971). Leadership for the 1970's (Comprehensive Report). Carlisle, PA: U.S. Army War College.

Cosentino, C. J. (1977). New NCO leaders within USAREUR units. ARI Working Paper.

Cosentino, C. J., & Miller, R. L. (1975). Task and affective leaders referents and performance. ARI Working Paper.

Cosentino, C. J., & Miller, R. L. (1975). Use of Fiedler's contingency model to predict follower effectiveness. ARI Working Paper.

Cummins, R. C. (1971). Relationship of initiating structure and job performance as moderated by consideration. Journal of Applied Psychology, 55, 489-490.

Dalziel, M. M., Klemp, G. O., Jr., & Cullen, B. J. (1978). The work environment questionnaire. (Technical Report). Boston: McBer and Co.

Dawson, J. E., Messe, L. A., & Phillips, J. L. (1972). Effects of instructor-leader behavior on student performance. Journal of Applied Psychology, 56, 369-376.

Downey, R. G., Duffy, P. J., & Shiffett, S. (1975). Criterion performance measures of leadership and unit effectiveness in small combat units. ARI Research Memorandum 75-9.

Downey, R. G., Medland, F. F., & Helme, W. H. (1974). Development of a measure of Army leadership climate, the military leadership behavior survey. ARI Research Problem Review 74-5.

Farris, G. F., & Lim, F. G. (1969). Effects of performance on leadership, cohesiveness, influence, satisfaction, and subsequent performance. Journal of Applied Psychology, 53, 490-497.

Fleishman, E. A., & Harris, E. F. (1962). Patterns of leadership behavior related to employee grievance and turnover. Personnel Psychology, 15, 43-56.

Fleishman, E. A., Harris, E. F., & Burtl, H. E. (1955). Leadership and supervision in industry (No. 33). Columbus: Ohio State University, Bureau of Educational Research.

Graen, G., Alvares, D., & Orris, J. B. (1970). The contingency model of leadership effectiveness: Antecedent and evidential results. Psychological Bulletin, 74, 285-295.

Graen, G., & Schiemann, W. (1978). Leader-member agreement: A vertical dyadic linkage approach. Journal of Applied Psychology, 63, 206-212.

Greene, C. N. (1975). The reciprocal nature of influence between leader and subordinate. Journal of Applied Psychology, 60, 187-193.

Halpin, A. W. (1954). The leadership behavior and combat performance of airplane commanders. Journal of Abnormal and Social Psychology, 49, 19-22.

Hambleton, R. R., Hersey, P., & Blanchard, K. H. (1978, July 30-August 5). Validity and applications of situational leadership theory. Paper presented at the 19th International Congress of Applied Psychology, Munich, W. Germany.

Hamner, W. C., & Organ, D. W. (1978). Leadership. In W. C. Hamner & D. W. Organ (Eds.), Organizational Behavior, an Applied Psychological Approach. Dallas: Business Publications Inc.

Harmon, H. H. (1967). Modern factor analysis. Chicago: University of Chicago Press.

Helme, W. H., Willemin, C. P., & Grafton, F. C. (1971). Dimensions of leadership in a simulated combat situation. ARI Technical Research Report No. 1172.

Helme, W. H., Willemin, L. P., & Grafton, F. C. (1974). Prediction of officer behavior in a simulated combat situation. ARI Research Report 1182.

Hersey, P., & Blanchard, K. H. (1972). Management of organizational behavior: Utilizing human resources. Englewood Cliffs, NJ: Prentice Hall.

House, R. J. (1971). A path-goal theory of leader effectiveness. Administrative Science Quarterly, 16, 321-338.

House, R. J., & Dessler, G. (1974). The path-goal theory of leadership: Some post hoc and priori tests. In J. G. Junt & L. L. Carson (Eds.), Contingency Approaches to Leadership. Carbondale: South Illinois University Press.

House, R. J., Filley, A. C., & Ken, S. (1971). Relation of leader consideration and initiating structure to R and D subordinates' satisfaction. Administrative Science Quarterly, 16, 19-30.

House, R. J., & Kerr, S. (1973). Organizational independence, leader behavior and managerial practices. Journal of Applied Psychology, 58, 173-180.

Ilgen, D. R., & Fuji, D. S. (1976). An investigation of the validity of leader behavior descriptions obtained from subordinates. Journal of Applied Psychology, 61, 642-651.

Jacobs, T. O. (Ed.). (1971). Leadership and exchange in formal organizations. Washington, DC: Human Resources Research Organization (HumRRO).

Johns, G. (1978). Task moderators of the relationship between leadership style and subordinate responses. Academy of Management Journal, 21, 319-325.

Jones, A. P., James, L. R., & Bruni, J. R. (1975). Perceived leadership behavior and employee confidence in the leader as moderated by job involvement. Journal of Applied Psychology, 60, 146-149.

Kerr, S., Schriesheim, C. A., & Murphy, C. J. (1974). Toward a contingency theory of leadership based upon the consideration and initiating structure literature. Organizational Behavior and Human Performance, 12, 68-82.

Kuehl, C. R., Dimarco, N., & Wims, E. W. (1975). Leadership orientation as a function of interpersonal need structure. Journal of Applied Psychology, 60, 143-145.

Lange, C. J. (1960). Leadership in small military units: Some research findings. (Professional Paper No. 24-67). Washington, DC: Human Resources Research Organization (HumRRO).

Larson, C. C., & Rowland, K. M. (1974). Leadership style and cognitive complexity. Academy of Management Journal, 17, 37-45.

Mandelbaum, B. L., & Kipnis, D. (1973). Leader behavior dimensions related to students' evaluation of teaching effectiveness. Journal of Applied Psychology, 58, 250-253.

McCall, M. W. (1977, January). Leaders and leadership: Of Substance and Shadow. (Technical Report No. 2). Greensboro, NC: Center for Creative Leadership.

McCall, M. W., & Lombardo, M. M. (1979, September). Looking Glass, Inc., the first three years. (Technical Report No. 13). Greensboro, NC: Center for Creative Leadership.

McCall, M. W., Morrison, A. M., & Hannan, R. L. (1978, May). Studies of managerial work: Results and methods. (Technical Report No. 9). Greensboro, NC: Center for Creative Leadership.

McFillen, J. M. (1979). Supervisory power as an influence in supervisor-subordinate relations. Academy of Management Journal, 21, 419-433.

Mitchell, T. R. (1970). Leader complexity and leadership style. (Technical Report No. 70-3). Washington, DC: University of Washington, Department of Psychology.

Mulaik, S. A. (1972). The foundations of factor analysis. New York: McGraw-Hill.

Nealy, S. M., & Blood, M. R. (1968). Leadership performance of nursing supervisors at two organizational levels. Journal of Applied Psychology, 52, 414-422.

Nie, N. H., Hull, C. H., Jenkins, J. G., Steinbrenner, K., & Bent, D. H. (1975). Statistical Package for the Social Sciences. New York: McGraw-Hill Book Co.

Olmstead, J. A., Christie, C. I., & Jacobs, T. O. (1975). Leadership problems and behavior of U.S. Army Company Commanders in Europe. (Final Report CD (C)-75-10). Washington, DC: Human Resources Research Organization (HumRRO).

Olmstead, J. A., Cleary, F. K., Lackey, L. L., & Salter, J. A. (1974). Development of leadership assessment simulations. ARI Technical Paper No. 257.

O'Mara, F. E. (1979). The organizational climate-organizational performance relationship in Army units. Unpublished manuscript, Alexandria: U.S. Army Research Institute for the Behavioral and Social Sciences.

O'Reilly, C. A., & Roberts, K. H. (1978). Supervisor influence and subordinate mobility aspirations as moderators of consideration and initiating structure. Journal of Applied Psychology, 63, 96-102.

Reaser, J. M., Vaughan, M. R., & Kriner, R. E. (1974). Military leadership in the seventies: A closer look at dimensions of military leader behavior. (Final Report D7-74-133). Washington, DC: Human Resources Research Organization (HumRRO).

Rosenbaum, L. L., & Rosenbaum, W. B. (1971). Morale and productivity consequences of group leadership style, stress and type of task. Journal of Applied Psychology, 55, 343-348.

Royle, M. H., & Robertson, W. W. (1980). Job satisfaction measures as predictors of retention for Navy enlisted personnel. (NPRDC Technical Report 81-2). San Diego, Navy Personnel Research and Development Center.

Sanford, F. H. (1952). Research on military leadership. In I. G. Flanagan (Ed.), Psychology in the world emergency. Pittsburgh: University of Pittsburgh Press.

Schriesheim, C. A., & Murphy, C. J. (1976). Relationship between leader behavior and subordinate satisfaction and performance, a test of some situational moderators. Journal of Applied Psychology, 61, 634-641.

Sheridan, J. E., & Vredenburgh, A. J. (1978). Usefulness of leadership behavior and social power variables in predicting job tension, performance, and turnover of nursing employees. Journal of Applied Psychology, 63, 89.

Sims, H. P., Jr., & Szilagyi, A. P. (1975). Leader structure and subordinate satisfaction for two hospital administrative levels: A path analysis approach. Journal of Applied Psyschology, 60, 194-197.

Sterling, B., & Carnes, D. (1981). The relationship between perceptions of company leadership climate and measures of unit effectiveness. ARI Technical Report 523.

Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. The Journal of Psychology, 25, 35-72.

Swanson, R. G., & Johnson, D. A. (1975). Relation between peer perception of leader behavior and instructor-pilot performance. Journal of Applied Psychology, 60, 198-200.

Vroom, V. H., & Jago, A. G. (1978). On the validity of the Vroom-Yetton model. Journal of Applied Psychology, 63, 151-162.

APPENDIX A

BASIC SURVEY INSTRUMENT

LEADERSHIP SURVEY

(SQUAD LEADER)

US ARMY RESEARCH INSTITUTE
FIELD UNIT, USAREUR

Introduction

This is a survey about the leadership style of your Squad Leader. It should take about 40 minutes to finish.

The purpose of this research is to determine the most effective leadership styles for US Army leaders at different levels within the company. Results will be reported in group form only, so your individual answers will not be shown to anyone. Also, these results will be used for research purposes only, so your answers on this survey can neither help nor hurt the leader you are rating. However, inaccurate answers could hurt the research. Therefore it is important that you give accurate answers.

Instructions

To each item, you should make two choices. In the first column, circle how frequently your leader actually does what is described. In the second column, circle how frequently your leader should do what is described. When completing the "should" do part, it may help you to think about other squad leaders you know. Then you can compare your present Squad Leader's leadership style with the leadership style of the other squad leaders you know.

Here is an example:

	How often leader Does this					How often leader Should do this				
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always
Has a military bearing	1	2	(3)	4	5	1	2	3	(4)	5

Under the first column "3" is circled. This means the leader sometimes has a military bearing. Under the second column "4" is circled. This means the leader should have a military bearing frequently. The figure in front of the words, for example, "(41-60%) Sometimes," tells the percentage of time that leader does or should do something.

Because of the way answers are scored, it is very important that you answer every question in the survey. Please do not skip any questions. When you have finished, please check to make sure that you have answered every question.

If you have any comments on questions, write them under the questions or on the "comments" page at the end of this survey.

Do not be concerned about the number in parentheses ( ) beside each item. They are for processing only.

If you have any questions, ask them now. If you have questions at any time during the survey, ask the persons giving the survey. Please do not talk to others taking the survey.

This research would not be possible without your help. Thank you very much for your assistance.

- Please start this survey with question #1 on page 4.

For Coding
Purposes Only

Do Not Write
In This Box

__(01)

__(02)

__(03)

__(04)

Card Number 1 (05)

Battalion __ __(06) (07)

Company __(08)

(if applicable) Platoon __(09)

(if applicable) Squad __(10)

Position __(11)

IS Rating __(12)

Position		IS Rating	
SM	= 1	Squad Leader	= 1
Team Leader	= 2	Platoon Sgt	= 2
Squad Leader	= 3	Company Cdr	= 3
Platoon Sgt	= 4		
Platoon Ldr	= 5		

You are describing your

Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
1. Makes sure that work is done in the order of importance	1	2	3	4	5	(13)	1	2	3	4	5	(14)
2. Maintains high standards of performance	1	2	3	4	5	(15)	1	2	3	4	5	(16)
3. Gives responsibility to others	1	2	3	4	5	(17)	1	2	3	4	5	(18)
4. Takes interest in his people's basic needs (for instance: housing, dining facility).	1	2	3	4	5	(19)	1	2	3	4	5	(20)
5. Is easy to talk to	1	2	3	4	5	(21)	1	2	3	4	5	(22)
6. Sticks to a task regardless of problems	1	2	3	4	5	(23)	1	2	3	4	5	(24)
7. "Goes to bat" for his people to get things they need or deserve	1	2	3	4	5	(25)	1	2	3	4	5	(26)
8. Lets his people do a job without "standing over them"	1	2	3	4	5	(27)	1	2	3	4	5	(28)

You are describing your

Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
9. Checks job/mission progress	1	2	3	4	5	(29)	1	2	3	4	5	(30)
10. Gives praise if a job/mission is going well	1	2	3	4	5	(31)	1	2	3	4	5	(32)
11. Tells his people how to improve performance if a job/mission is going poorly	1	2	3	4	5	(33)	1	2	3	4	5	(34)
12. Maintains good morale among his people	1	2	3	4	5	(35)	1	2	3	4	5	(36)
13. Keeps promises	1	2	3	4	5	(37)	1	2	3	4	5	(38)
14. Uses his people's suggestions	1	2	3	4	5	(39)	1	2	3	4	5	(40)
15. Makes himself available to answer job-related questions	1	2	3	4	5	(41)	1	2	3	4	5	(42)
16. Gives his people clearly defined tasks/missions	1	2	3	4	5	(43)	1	2	3	4	5	(44)

You are describing your

Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
17. Gives realistic training	1	2	3	4	5	(45)	1	2	3	4	5	(46)
18. Counsels people who don't do their share	1	2	3	4	5	(47)	1	2	3	4	5	(48)
19. Is cool under pressure	1	2	3	4	5	(49)	1	2	3	4	5	(50)
20. Punishes people who violate rules, regulations or orders	1	2	3	4	5	(51)	1	2	3	4	5	(52)
21. Has a good knowledge of his job, regulations, and things like that	1	2	3	4	5	(53)	1	2	3	4	5	(56)
22. Is able to apply military knowledge in the field	1	2	3	4	5	(55)	1	2	3	4	5	(56)
23. Promises rewards for good performance	1	2	3	4	5	(57)	1	2	3	4	5	(58)
24. Assigns details fairly	1	2	3	4	5	(59)	1	2	3	4	5	(60)

You are describing your

Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
25. Makes good use of his people's time	1	2	3	4	5	(61)	1	2	3	4	5	(62)
26. Trains his people as a team	1	2	3	4	5	(63)	1	2	3	4	5	(64)
27. Punishes fairly	1	2	3	4	5	(65)	1	2	3	4	5	(66)
28. Tells people what the finished job/mission should look like	1	2	3	4	5	(67)	1	2	3	4	5	(68)
29. Sets a time for tasks/missions to be done by	1	2	3	4	5	(69)	1	2	3	4	5	(70)
30. Punishes people who don't do their share	1	2	3	4	5	(71)	1	2	3	4	5	(72)
31. Plans ahead	1	2	3	4	5	(73)	1	2	3	4	5	(74)
32. Makes sure people obey military rules and regulations	1	2	3	4	5	(75)	1	2	3	4	5	(76)

You are describing your

Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Always	
33. Stands up for his people when they receive unreasonable demands or blame from other leaders	1	2	3	4	5	(77)	1	2	3	4	5	(78)
34. When possible, assigns tasks/missions that are meaningful	1	2	3	4	5	(79)	1	2	3	4	5	(80)

Do Not Write in this block	Identification Number
For coding purposes only	____ (01)
	____ (02)
	____ (03)
	____ (04)
	2 (05)

Continue to Question 35 on next page

You are describing your

. Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
35. Makes on the spot corrections (uniform, behavior)	1	2	3	4	5	(06)	1	2	3	4	5	(07)
36. Gives praise when a task/mission is done right	1	2	3	4	5	(08)	1	2	3	4	5	(09)
37. Tells people how they could improve a poorly completed task/ mission	1	2	3	4	5	(10)	1	2	3	4	5	(11)
38. Allows people to learn from mistakes	1	2	3	4	5	(12)	1	2	3	4	5	(13)
39. Provides materials necessary to do the task/mission	1	2	3	4	5	(14)	1	2	3	4	5	(15)
40. Makes sure the work of the unit is organized	1	2	3	4	5	(16)	1	2	3	4	5	(17)
41. Counsels people who violate rules, regulations or orders	1	2	3	4	5	(18)	1	2	3	4	5	(19)
42. Is willing to make changes in the usual way of doing things	1	2	3	4	5	(20)	1	2	3	4	5	(21)

You are describing your

Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Always	
43. Knows his people and their abilities	1	2	3	4	5	(22)	1	2	3	4	5	(23)
44. Meets with his people as a team	1	2	3	4	5	(24)	1	2	3	4	5	(25)
45. Asks for suggestions or ideas from his people before making decisions.	1	2	3	4	5	(26)	1	2	3	4	5	(27)
46. Tells his people what is expected of them	1	2	3	4	5	(28)	1	2	3	4	5	(29)
47. Encourages use of standard military procedures on the job	1	2	3	4	5	(30)	1	2	3	4	5	(31)
48. Seeks self-improvement	1	2	3	4	5	(32)	1	2	3	4	5	(33)
49. Works well with other leaders	1	2	3	4	5	(34)	1	2	3	4	5	(35)
50. Helps newly assigned soldiers to get their feet on the ground	1	2	3	4	5	(36)	1	2	3	4	5	(37)

You are describing your

Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
51. Lets people know where they stand concerning their performance	1	2	3	4	5	(38)	1	2	3	4	5	(39)
52. Takes responsibility for his actions	1	2	3	4	5	(40)	1	2	3	4	5	(41)
53. Helps his people take care of personal problems	1	2	3	4	5	(42)	1	2	3	4	5	(43)
54. Keeps a sense of humor	1	2	3	4	5	(44)	1	2	3	4	5	(45)
55. Practices what he preaches	1	2	3	4	5	(46)	1	2	3	4	5	(47)
56. Rewards good performance	1	2	3	4	5	(48)	1	2	3	4	5	(49)
57. Helps people solve job related problems	1	2	3	4	5	(50)	1	2	3	4	5	(51)
58. Develops subordinates	1	2	3	4	5	(52)	1	2	3	4	5	(53)

You are describing your

Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
59. Sets the example: shows qualities of good leadership	1	2	3	4	5	(54)	1	2	3	4	5	(55)
60. Takes care of his people; shows personal concern	1	2	3	4	5	(56)	1	2	3	4	5	(57)
61. Explains how the task/mission should be done	1	2	3	4	5	(58)	1	2	3	4	5	(59)
62. Makes sure that his people have training necessary for their combat jobs	1	2	3	4	5	(60)	1	2	3	4	5	(61)
63. Is gung-ho (enthusiastic)	1	2	3	4	5	(62)	1	2	3	4	5	(63)
64. Seeks responsibility	1	2	3	4	5	(64)	1	2	3	4	5	(65)
65. Assigns tasks equal to peoples' abilities	1	2	3	4	5	(66)	1	2	3	4	5	(67)
66. Explains reasons for decisions or orders	1	2	3	4	5	(68)	1	2	3	4	5	(69)

You are describing your

Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
67. Treats people with respect	1	2	3	4	5	(70)	1	2	3	4	5	(71)
68. Helps settle disagreements between soldiers	1	2	3	4	5	(72)	1	2	3	4	5	(73)
69. Listens to people	1	2	3	4	5	(74)	1	2	3	4	5	(75)
70. Shares hardships	1	2	3	4	5	(76)	1	2	3	4	5	(77)
71. Considers problems before they happen	1	2	3	4	5	(78)	1	2	3	4	5	(79)

Do Not Write in this block	Identification Number
For coding purposes only	____ (01) ____ (02) ____ (03) ____ (04) 3 (05)

Continue to Question 72 on next page

You are describing your

Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
72. Lets his people know what's happening	1	2	3	4	5	(06)	1	2	3	4	5	(07)
73. Gives his people enough time to complete a task/mission	1	2	3	4	5	(08)	1	2	3	4	5	(09)
74. Tells people how to improve their performance	1	2	3	4	5	(10)	1	2	3	4	5	(11)
75. Maintains self-control	1	2	3	4	5	(12)	1	2	3	4	5	(13)
76. Makes sure "hands on" training is done	1	2	3	4	5	(14)	1	2	3	4	5	(15)

ATTENTION

The next eight questions are different.

77. Regards people who make suggestions as "troublemakers"	1	2	3	4	5	(16)	1	2	3	4	5	(17)
78. Chews out people in front of others	1	2	3	4	5	(18)	1	2	3	4	5	(19)

You are describing your

Squad Leader

	How often Leader DOES this						How often Leader SHOULD do this					
	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
79. Makes last minute changes	1	2	3	4	5	(20)	1	2	3	4	5	(21)
80. Does jobs that could be given to a subordinate	1	2	3	4	5	(22)	1	2	3	4	5	(23)
81. Plays favorites	1	2	3	4	5	(24)	1	2	3	4	5	(25)
82. Threatens punishment for poor performance	1	2	3	4	5	(26)	1	2	3	4	5	(27)
83. Gives instructions that disagree with other leaders' instructions	1	2	3	4	5	(28)	1	2	3	4	5	(29)
84. Avoids making decisions	1	2	3	4	5	(30)	1	2	3	4	5	(31)

Continue to Question 85 on page 16

The following questions are about your Squad Leader 's behavior in different situations. In the following questions, some special words are used. What we mean by these words is discussed below.

By "showing consideration" we mean things like: the leader's "human relations" behaviors, like looking out for subordinates' personal welfare, explaining how the task fits into the overall mission and being friendly and approachable.

By "structuring job activities" we mean things like: telling subordinates exactly what to do and how it should be done, getting necessary materials, setting deadlines and setting high standards.

How often does the leader do the following in situations where the task/mission is unclear (for example, where scheduled training is unexpectedly cancelled)?

	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
85. Shows consideration	1	2	3	4	5	(32)
86. Structures job activities	1	2	3	4	5	(33)

How often does the leader do the following in situations where the task/mission is clear (for example, taking an objective during an FTX)?

	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
87. Shows consideration	1	2	3	4	5	(34)
88. Structures job activities	1	2	3	4	5	(35)

How often does the leader do the following in high pressure situations like command emphasis or a "short fuse" (for example, alerts or IG inspections)?

	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
89. Shows consideration	1	2	3	4	5	(36)
90. Structures job activities	1	2	3	4	5	(37)

How often does the leader do the following in low pressure situations, that is, no command emphasis or plenty of time (for example, routine activities)?

	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
91. Shows consideration.	1	2	3	4	5	(38)
92. Structures job activities	1	2	3	4	5	(39)

The following questions are about your job. Please circle the number best describing your opinion on the 5 point scale following each question.

	0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
93. My work is interrupted by unexpected demands	1	2	3	4	5	(40)
94. I do the same tasks/jobs day after day	1	2	3	4	5	(41)
95. My tasks/job can be done following standard operating procedures.	1	2	3	4	5	(42)

The following questions concern your satisfaction with the Army. For instance, if you are very satisfied with the way you are "treated like an individual and not a number," in question 96, circle 5. If you are satisfied, circle 4. If you feel neutral about that part of Army life, circle 3. If you are dissatisfied, circle 2. If you are very dissatisfied, circle 1. Do the same for all 6 items about Army life.

How satisfied are you with the following parts of Army life?

		0-20% Almost Never	21-40% Seldom	41-60% Sometimes	61-80% Frequently	81-100% Almost Always	
96.	Being treated like an individual and not a number	1	2	3	4	5	(43)
97.	Being able to do one's work without having to "hurry up and wait."	1	2	3	4	5	(44)
98.	Having Officers and NCOs that know their job	1	2	3	4	5	(45)
99.	Being able to advance without having to "know the right people."	1	2	3	4	5	(46)
100.	Efforts at getting rid of rules and regulations that don't help performance	1	2	3	4	5	(47)
101.	Overall, how satisfied are you with Army life?	1	2	3	4	5	(48)

The following question concerns your feelings on reenlistment:

(Officers please note: "reenlist," in this question, refers to your intention to continue service after fulfilling your current duty obligation.)

	I definitely won't reenlist	I probably won't reenlist	I don't know if I'll reenlist	I probably will reenlist but I'm not sure	I definitely intend to reenlist	
102. At this time	1	2	3	4	5	(49)

Continue to question 103 on page 21.

Please rate the squad of which you are a member on the following scales: Combat readiness, maintenance, "Esprit de Corps," discipline, garrison activities, community involvement and self improvement.

When rating the squad, consider only their performance under the current Squad Leader.

Circle the number that best describes the squad.

	One of the worst squads I have seen	Below Average	Average	Above Average	One of the best squads I have seen	
103. How would you rate your squad, under the current squad leader, in combat readiness? By combat readiness we mean: How well would the squad do its job in combat? How well would the squad do in a squad level ARTEP or live fire exercise?	1	2	3	4	5	(50)
104 How would you rate your squad, under the current squad leader, in maintenance? By maintenance we mean: How good is the squad in keeping its weapons and equipment in working order? Do they order parts in a timely manner and get materials needed to fix things?	1	2	3	4	5	(51)

	One of the worst squads I have seen	Below Average	Average	Above Average	One of the best squads I have seen	
105. How would you rate your squad, under the current squad leader, in "Esprit de Corps?"	1	2	3	4	5	(52)

By "Esprit de Corps," we mean: To what extent is there a feeling of loyalty to the squad? To what extent is there a pride in the squad and a readiness on the part of the men to help each other? To what extent is there a belief among the men that their squad is better than any squad in the Army?

106. How would you rate your squad, under the current squad leader, in discipline?	1	2	3	4	5	(53)

By discipline we mean: How well do squad members maintain proper conduct on and off duty? How well are standards of cleanliness, dress and military courtesy maintained? To what extent are the men prompt in responding to commands and directives? How much ability and willingness do the men have to perform effectively with little or no supervision?

107. How would you rate your squad under the current squad leader in performing garrison activities?	1	2	3	4	5	(54)

By Garrison Activities we mean: How well does the squad complete garrison tasks assigned to it, such as policing the area and cleaning the barracks?

	One of the worst squads I have seen	Below Average	Average	Above Average	One of the best squads I have seen	
108. How would you rate your squad under the current Squad Leader or community involvement?	1	2	3	4	5	(55)

By Community Involvement we man: To what extent are squad members involved in activities like volkmarches, charity drives or supervision of youth activities?

109. How would you rate your squad under the current Squad Leader in self improvement?	1	2	3	4	5	(56)

By Self Improvement we mean: To what extent are squad members involved in off-duty eduction courses, military correspondence courses, TEC, language training, or participation in athletics?

For some of the following questions, you will need to write in numbers instead of circling numbers. When answering these questions, please put the number as far to the right as possible. For instance, in question 110, if you worked for the leader you rated on the survey for 1 month, you would put: 0 1 . If you worked for him for 10 months, put: 1 0 .

Your answer to at least some questions will probably be 0. If so, just put: 0 .

110. To the nearest month, how long have you worked for the leader you rated on this survey? _____ _____ months (57, 58)

111. In the past 30 days, what is the average number of hours per week you spent in off-duty military education courses such as TEC or correspondence courses? _____ _____ hours (59, 60)

112. In the past 30 days, were you taking any civilian education courses like ACES or college courses? (circle yes or no) yes (61)
no

113. In the past 30 days have you received a Letter of Commendation? (circle yes or no) yes (62)
no

114. In the past 30 days, how many times have you received formal recognition for doing something well; for instance, recognition in front of formation, being made soldier of the month or things like that? _____times (63)

115. In the past 30 days, how many three-day passes have you had? _____ (64)

116. In the past 30 days, how many times have you reported to sick call (don't count routine visits such as physical exams or dental check-ups)? _____ _____ times (65, 66)

117. In the past 30 days, have you requested in writing a transfer out of your squad, platoon, or company? (circle yes or no) yes (67)
no

118. In the past 30 days, how many on-the-job accidents have you had which were serious enough to require medical attention? _____ accidents (68)

119. In the past 30 days, how many times have you been given extra duty as punishment? (If you were given extra duty for more than one day as punishment for one offense, that counts as 1 time only.) _____ _____ times (69, 70)

120. In the past 30 days, how many times have you had performance counselling? _____ times (71)

121. In the past 30 days, how many times have you had personal counselling? _____ times (72)

122. During the time you have worked for your present Squad Leader, have there been one or more important positive happenings in your squad? (An example of an important positive happening would be where the squad was given an important assignment or award because of its outstanding performance) Circle yes or no.

yes important positive happening(s) (73)

no important positive happening

Please note the award, event or situation. _____

123. During the time you have worked for your present Squad Leader, have there been one or more important negative happenings in your squad? (An example of an important negative happening would be where the squad failed an important inspection or did very poorly in field performance) Circle yes or no.

yes important negative happening(s) (74)

no important negative happening

Please note the event or situation. _____

APPENDIX B

Superiors' Evaluations of Unit Perf mance

SQUAD RATING FORM

The information collected in this form will be reported in group form only combining data from many battalions all over USAREUR, so individual answers will not be revealed. Also, this information is for research purposes only, and will not be used as an evaluation of any unit or person. For this research to be useful to the Army, it is important that the information you supply be accurate and not designed to make the unit "look good." Giving inaccurate information cannot help (or hurt) any individual person or unit, but it could mislead any decision makers using the information, and result in wrong decisions.

Please rank the three squads of which you are a PSG or PLT LDR on the following scales: Combat readiness, maintenance, "Esprit de Corps", discipline, garrison activities, community involvement, and self improvement.

Consider the following definitions in your rankings.

By Combat Readiness, we mean: How well would the squad be able to perform it"s job in combat? How well would the squad do in a squad level ARTEP or in live fire exercises?

By Maintenance we mean: How good is the squad in keeping its weapons and equipment in working order? Do they order parts in a timely manner and get materials needed to fix things?

By "Esprit de Corps" we mean: To what extent is there a feeling of loyalty to the squad? To what extent is there pride in the squad and a readiness on the part of the men to help each other? To what extent is there belief among the men that their squad is better than any squad in the Army?

By Discipline we mean: How well do squad members maintain proper conduct on and off duty? How well are standards of cleanliness, dress and military courtest maintained? To what extent are the men prompt in

responding to commands and directives? How much ability and willingness do the men have to perform effectively with little or no supervision?

By Garrison Activities we mean: How well does the squad complete garrison tasks assigned to it, such as policing the area and cleaning the barracks?

By Community Involvement we mean: To what extent are squad members involved in activities like volkmarches, charity drives or supervision of youth activities?

By Self Improvement we mean: To what extent are squad members involved in off-duty courses, military correspondence courses, TEC, language training or participation in athletics?

PLEASE NOTE

When ranking the ___squad_____, consider only its performance under the__current____ _squad leader___.

The numbers in parentheses ( ) are for coding purposes only, so ignore them.

Read the instructions on the next page and begin with item one.

DO NOT COMPLETE	__ __ (1,2)	Battalion
FOR CODING PURPOSES	__ (3)	Company
ONLY	__ (4)	Platoon
	__ (5)	Squad (if applicable)
	__ (6)	1 = Officer 2 = NCO

Please rank your three squads on each of the seven scales listed below. Beside the squad you think is best on a particular scale, put a "1". Put a "2" beside the squad you judge second best on that scale, and place a "3" beside the remaining squad. No matter how difficult it seems to choose between the three squads, please rank all squads on all scales. After ranking the three squads, rate each of them on the 10 point scale below. Do not give any two squads the same numerical rating on a particular scale. Circle the number between one and ten that best describes each squad on each scale.

1. Rank each of your squads, under the current squad leader, in combat readiness.

1st Squad_____ (7)
2nd Squad_____
3rd Squad_____

Rate each of your squads, under the current squad leader, in combat readiness (do not give any two squads the same rating).

	One of the worst squads I have seen									One of the best squads I have seen	
1st Squad	1	2	3	4	5	6	7	8	9	10	(8,9)
2nd Squad	1	2	3	4	5	6	7	8	9	10	
3rd Squad	1	2	3	4	5	6	7	8	9	10	

2. Rank each of your squads, under the current Squad leader, in maintenance.

1st Squad_____ (10)
2nd Squad_____
3rd Squad_____

Rate each of your squads, under the current squad leader, in maintenance (do not give any two squads the same rating).

	One of the worst squads I have seen									One of the best squads I have seen	
1st Squad	1	2	3	4	5	6	7	8	9	10	(11,12)
2nd Squad	1	2	3	4	5	6	7	8	9	10	
3rd Squad	1	2	3	4	5	6	7	8	9	10	

3. Rank each of your Squads under the current squad leader, in esprit de corps.

1st Squad_____ (13)
2nd Squad_____
3rd Squad_____

Rate each of your squads, under the current squad leader, in esprit de corps (do not give any two squads the same rating).

	One of the worst squads I have seen									One of the best squads I have seen	
1st Squad	1	2	3	4	5	6	7	8	9	10	(14,15)
2nd Squad	1	2	3	4	5	6	7	8	9	10	
3rd Squad	1	2	3	4	5	6	7	8	9	10	

4. Rank each of your squads, under the current squad leader, in discipline.

1st Squad_____ (16)
2nd Squad_____
3rd Squad_____

Rate each of your squads, under the current squad leader, in discipline (do not give any two squads the same rating).

	One of the worst squads I have seen									One of the best squads I have seen	
1st Squad	1	2	3	4	5	6	7	8	9	10	(17,18)
2nd Squad	1	2	3	4	5	6	7	8	9	10	
3rd Squad	1	2	3	4	5	6	7	8	9	10	

5. Rank each of your squads, under the current squad leader, in performing garrison activities.

1st Squad_____ (19)
2nd Squad_____
3rd Squad_____

Rate each of your squads under the current squad leader, in performing garrison activities (do not give any two squads the same rating).

	One of the worst squads I have seen									One of the best squads I have seen	
1st Squad	1	2	3	4	5	6	7	8	9	10	(20,21)
2nd Squad	1	2	3	4	5	6	7	8	9	10	
3rd Squad	1	2	3	4	5	6	7	8	9	10	

6. Rank each of your squads, under the current squad leader, in community involvement.

1st Squad_____ (22)
2nd Squad_____
3rd Squad_____

Rate each of your squads, under the current squad leader, in community involvement (do not give any two squads the same rating).

	One of the worst squads I have seen									One of the best squads I have seen	
1st Squad	1	2	3	4	5	6	7	8	9	10	(23,24)
2nd Squad	1	2	3	4	5	6	7	8	9	10	
3rd Squad	1	2	3	4	5	6	7	8	9	10	

7. Rank each of your squads, under the current squad leader, in self improvement.

1st Squad_____ (25)
2nd Squad_____
3rd Squad_____

Rate each of your squads, under the current squad leader, in self improvement (do not give any two squads the same rating).

	One of the worst squads I have seen									One of the best squads I have seen	
1st Squad	1	2	3	4	5	6	7	8	9	10	(26,27)
2nd Squad	1	2	3	4	5	6	7	8	9	10	
3rd Squad	1	2	3	4	5	6	7	8	9	10	

The information collected in this form will be reported in group form only, combining data from many battalions all over USAREUR, so individual answers will not be revealed. Also, this information is for research purposes only and will not be used as an evaluation of any unit or person. For this research to be useful to the Army, it is important that the information you supply be accurate and not be designed to make the unit "look good." Giving inaccurate information cannot help (or hurt) any individual person or unit, but it could mislead any decision makers using the information, and result in wrong decisions.

Please rank the three platoons that you are a First Sergeant or Company Commander of on the following scales: Combat readiness, maintenance, "Esprit de Corps", discipline, garrison activities, community involvement, and self improvement. Please complete this form without consulting anyone.

Consider the following definitions in your rankings.

By Combat Readiness, we mean: How well would the platoon be able to do it's job in combat? How well would the platoon do in a platoon level ARTEP or in live fire exercises?

By Maintenance we mean: How good is the platoon in keeping its weapons and equipment in working order? Do they order parts in a timely manner and get materials needed to fix things?

By "Esprit de Corps" we mean: To what extent is there a feeling of loyalty to the platoon? To what extent is there pride in the platoon and a readiness on the part of the men to help each other? To what extent is there a belief among the men that their platoon is better than any platoon in the Army?

By Discipline we mean: How well do platoon members maintain proper conduct on and off duty? How well are standards of cleanliness, dress and

military courtesy maintained? To what extent are the men prompt in responding to commands and directives? How much ability and willingness do the men have to perform effectively with little or no supervision?

By Garrison Activities we mean: How well does the platoon complete garrison tasks assigned to it, such as policing the area and cleaning the barracks?

By Community Involvement we mean: To what extent are platoon members involved in activities like volksmarches, charity drives or supervision of youth activities?

By Self Improvement we mean: To what extent are platoon members involved in off-duty education courses, military correspondence courses, TEC, language training, or participation in athletics?

PLEASE NOTE

When ranking the platoon, consider only its performance under the current Platoon Sergeant.

The numbers in parentheses ( ) are for coding purposes only, so ignore them.

Read the instructions on the next page and begin with item one.

DO NOT COMPLETE	__ __ (1,2)	Battalion
FOR CODING PURPOSES	__ (3)	Company
ONLY	__ (4)	Platoon (if applicable)
	__ (5)	Squad (if applicable)
	__ (6)	1 = Officer 2 = NCO

Please rank your three Platoons on each of the seven scales listed below. Beside the Platoon you think is best on a particular scale, put a "1". Put a "2" beside the Platoon you judge second best on that scale, and place a "3" beside the remaining Platoon. No matter how difficult it seems to choose between the three Platoons, please rank all platoons on all scales. After ranking the three platoons, rate each of them on the 10 point scale below. Do not give any two platoons the same numerical rating on a particular scale. Circle the number between one and ten that best describes each platoon on each scale.

1. Rank each of your platoons, under the current platoon sergeant, in combat readiness.

1st Platoon_____ (7)
2nd Platoon_____
3rd Platoon_____

Rate each of your platoons, under the current platoon sergeant in combat readiness, (do not give any platoons the same rating).

	One of the worst platoons I have seen									One of the best platoons I have seen	
1st Platoon	1	2	3	4	5	6	7	8	9	10	(8,9)
2nd Platoon	1	2	3	4	5	6	7	8	9	10	
3rd Platoon	1	2	3	4	5	6	7	8	9	10	

2. Rank each of your platoons, under the current platoon sergeant, in maintenance.

1st Platoon_____ (10)
2nd Platoon_____
3rd Platoon_____

Rate each of your platoons, under the current platoon sergeant in maintenance (do not give any two platoons the same rating).

	One of the worst platoons I have seen									One of the best platoons I have seen	
1st Platoon	1	2	3	4	5	6	7	8	9	10	(11,12)
2nd Platoon	1	2	3	4	5	6	7	8	9	10	
3rd Platoon	1	2	3	4	5	6	7	8	9	10	

3. Rank each of your platoons, under the current platoon sergeant, in esprit de corps.

1st Platoon_____ (13)
2nd Platoon_____
3rd Platoon_____

Rate each of your platoons, under the current platoon sergeant, in esprit de corps (do not give any two platoons the same rating).

	One of the worst platoons I have seen									One of the best platoons I have seen	
1st Platoon	1	2	3	4	5	6	7	8	9	10	(14,15)
2nd Platoon	1	2	3	4	5	6	7	8	9	10	
3rd Platoon	1	2	3	4	5	6	7	8	9	10	

4. Rank each of your platoons, under the current platoon sergeant, in discipline.

1st Platoon_____ (16)
2nd Platoon_____
3rd Platoon_____

Rate each of your platoons, under the current platoon sergeant, in discipline (do not give any two platoons the same rating).

	One of the worst platoons I have seen									One of the best platoons I have seen	
1st Platoon	1	2	3	4	5	6	7	8	9	10	(17,18)
2nd Platoon	1	2	3	4	5	6	7	8	9	10	
3rd Platoon	1	2	3	4	5	6	7	8	9	10	

5. Rank each of your platoons, under the current platoon sergeant, in performing garrison activities.

1st Platoon_____
2nd Platoon_____
3rd Platoon_____

Rate each of your platoons, under the current platoon sergeant, in performing garrison activities (do not give any two platoons the same rating).

	One of the worst platoons I have seen									One of the best platoons I have seen	
1st Platoon	1	2	3	4	5	6	7	8	9	10	(20,21)
2nd Platoon	1	2	3	4	5	6	7	8	9	10	
3rd Platoon	1	2	3	4	5	6	7	8	9	10	

6. Rank each of your platoons, under the current platoon sergeant, in community involvement.

1st Platoon_____ (22)
2nd Platoon_____
3rd Platoon_____

Rate each of your platoons, under the current platoon sergeant, in community involvement (do not give any two platoons the same rating).

	One of the worst platoons I have seen									One of the best platoons I have seen	
1st Platoon	1	2	3	4	5	6	7	8	9	10	(23,24)
2nd Platoon	1	2	3	4	5	6	7	8	9	10	
3rd Platoon	1	2	3	4	5	6	7	8	9	10	

7. Rank each of your platoons, under the current platoon sergeant, in self improvement.

1st Platoon_____ (25)
2nd Platoon_____
3rd Platoon_____

Rate each of your platoons, under the current platoon sergeant, in self improvement (do not give any two platoons the same rating).

	One of the worst platoons I have seen									One of the best platoons I have seen	
1st Platoon	1	2	3	4	5	6	7	8	9	10	(26,27)
2nd Platoon	1	2	3	4	5	6	7	8	9	10	
3rd Platoon	1	2	3	4	5	6	7	8	9	10	

COMPANY RATING FORM

The information collected in this form will be reported in group form only, combining data from many battalions all over USAREUR, so individual answers will not be revealed. Also, this information is for research purposes only, and will not be used as an evaluation of any unit or person. For this research to be useful to the Army, it is important that the information you supply be accurate and not designed to make the unit "look good." Giving inaccurate information cannot help (or hurt) any individual person or unit, but it could mislead any decision makers using the information, and result in wrong decisions.

Please rank the three companies of which you are a ___Bn___ Commander or ___CSM___ on the following scales: Combat readiness, maintenance, "Esprit de Corps", discipline, garrison activities, community involvement, and self improvement. Please complete this form without consulting anyone.

Consider the following definitions in your rankings.

By Combat Readiness, we mean: How well would the company be able to perform its job in combat? How well would the company do in a company level ARTEP or in live fire exercises?

By Maintenance we mean: How good is the company in keeping its weapons and equipment in working order? Do they order parts in a timely manner and get materials needed to fix things?

By "Esprit de Corps" we mean: To what extent is there a feeling of loyalty to the company? To what extent is there pride in the company and a readiness on the part of the men to help each other? To what extent is there a belief among the men that their company is better than any company in the Army?

By Discipline we mean: How well do company members maintain proper conduct on and off duty? How well are standards of cleanliness, dress and

military courtesy maintained? To what extent are the men prompt in responding to commands and directives? How much ability and willingness do the men have to perform effectively with little or no supervision?

By Garrison Activities we mean:, How well does the company complete garrison tasks assigned to it, such as policing the area and cleaning the barracks?

By Community Involvement we mean: To what extent are company members involved in activities like volksmarches, charity drives, or supervision of youth activities?

By Self Improvement we mean: To what extent are company members involved in off duty educational courses, military correspondence courses, TEC, language courses or participation in athletics?

PLEASE NOTE

When rating the company, consider only their performance under the current company commander.

The numbers in parentheses ( ) are for coding purposes only, so ignore them.

Read the instructions on the next page and begin with item one.

DO NOT COMPLETE	__ __ (1,2)	Battalion
FOR CODING PURPOSES	__ (3)	Company
ONLY	__ (4)	Platoon (if applicable)
	__ (5)	Squad (if applicable)
	__ (6)	1 = Officer 2 = NCO

Please rank your three companies on each of the seven scales listed below. Beside the company you think is best on a particular scale, put a "1". Beside the company you judge second best on that scale, put a "2" and place a "3" beside the remaining company. No matter how difficult it seems to choose between the three companies, please rank all companies on all scales. After ranking the three companies, rate each of them on the 10 point scale below. Do not give any two companies the same numerical rating on a particular scale. Circle the number between one and ten that best describes each company on each scale.

1. Rank each of your companies, under the current company commander, in combat readiness.

A Company_____ (7)
B Company_____
C Company_____

Rate each of your companies, under the current company commander, in combat readiness (do not give any two companies the same rating).

	One of the worst companies I have seen									One of the best companies I have seen	
A Company	1	2	3	4	5	6	7	8	9	10	(8,9)
B Company	1	2	3	4	5	6	7	8	9	10	
C Company	1	2	3	4	5	6	7	8	9	10	

2. Rank each of your companies, under the current company commander, in maintenance.

A Company_____ (10)
B Company_____
C Company_____

Rate each of your companies, under the current company commander, in maintenance (do not give any two companies the same rating).

	One of the worst companies I have seen									One of the best companies I have seen	
A Company	1	2	3	4	5	6	7	8	9	10	(11,12)
B Company	1	2	3	4	5	6	7	8	9	10	
C Company	1	2	3	4	5	6	7	8	9	10	

3. Rank each of your companies under the current company commander, in esprit de corps.

A Company_____ (13)
B Company_____
C Company_____

Rate each of your companies under the current company commander, in esprit de corps (do not give any two companies the same rating).

	One of the worst companies I have seen									One of the best companies I have seen	
A Company	1	2	3	4	5	6	7	8	9	10	(14,15)
B Company	1	2	3	4	5	6	7	8	9	10	
C Company	1	2	3	4	5	6	7	8	9	10	

4. Rank each of your companies under the current company commander, in discipline.

A Company_____ (16)
B Company_____
C Company_____

Rate each of your companies, under the current company commander, in discipline (do not give any two companies the same rating).

	One of the worst companies I have seen									One of the best companies I have seen	
A Company	1	2	3	4	5	6	7	8	9	10	(17,18)
B Company	1	2	3	4	5	6	7	8	9	10	
C Company	1	2	3	4	5	6	7	8	9	10	

5. Rank each of your companies under the current company commander, in performing garrison activities.

A Company_____ (19)
B Company_____
C Company_____

Rate each of your companies, under the current company commander in performing garrison activities (do not give any two companies the same rating).

	One of the worst companies I have seen									One of the best companies I have seen	
A Company	1	2	3	4	5	6	7	8	9	10	(20,21)
B Company	1	2	3	4	5	6	7	8	9	10	
C Company	1	2	3	4	5	6	7	8	9	10	

6. Rank each of your companies, under the current company commander, in community involvement.

A Company_____ (22)
B Company_____
C Company_____

Rate each of your companies under the current company commander, in community involvement (do not give any two companies the same rating).

	One of the worst companies I have seen									One of the best companies I have seen	
A Company	1	2	3	4	5	6	7	8	9	10	(23,24)
B Company	1	2	3	4	5	6	7	8	9	10	
C Company	1	2	3	4	5	6	7	8	9	10	

7. Rank each of your companies, under the current company commander, in self improvement.

A Company_____ (25)
B Company_____
C Company_____

Rate each of your companies, under the current company commander, in self improvement (do not give any two companies the same rating).

	One of the worst companies I have seen									One of the best companies I have seen	
A Company	1	2	3	4	5	6	7	8	9	10	(26, 27)
B Company	1	2	3	4	5	6	7	8	9	10	
C Company	1	2	3	4	5	6	7	8	9	10	

APPENDIX C

Unit Behavior as Reported by Superiors

COMPANY LEVEL

BACKGROUND DATA FORM

The information in this form will be reported in group form only, combining data from many battalions all over USAREUR, so individual answers will not be revealed. Also, this information is for research purposes only, and will not be used as an evaluation of any unit or person. For this research to be useful to the Army, it is important that the information you supply be accurate and not designed to make the unit "look good." Giving inaccurate information cannot help (or hurt) any person or unit, but it could mislead any decision makers using this information, and result in wrong decisions.

On the accompanying form, please supply the following information on your company. If no instances of a particular behavior occurred in the last 30 days in your company as a whole, mark a 0 in the appropriate block. Do not guess at this information. If you need your company notebook or need to talk to subordinate leaders to get this information accurately, please do so. If you cannot get it accurately from company records and if a subordinate leader cannot accurately recall the information, leave the box blank.

Please read carefully the definitions given below before filling out the accompanying form.

Definitions

1. Unit Strength: The average number of people in the company over the past 30 days. If average number is unavailable, use present strength.
2. Number Derosing: Number of people derosing from the company in the last 30 days.
3. % ARCOM or MSM: Of the people derosing from the company in the last 30 days, the number who were recommended in writing for an ARCOM or MSM.

4. % COA: Of the people derosing from the company in the last 30 days, the number who were recommended in writing for a Certificate of Achievement.

5. Civilian Education: Number of people in the company involved in formal civilian education programs (for example, ACES, University of Maryland) in the last 30 days.

6. Letters of Commendation/Achievement: Number of instances in the last 30 days where people in the company received a formal letter of commendation or achievement.

7. Three-day Passes: Number of instances in the last 30 days where a member of the company received a three-day pass.

8. Off-duty Recreation: Number of instances in the last 30 days where the company got together off duty for a group party.

9. Community Activities: Number of instances in the last 30 days where the company as a group participated in community activities, such as, volksmarches, charity drives or community cleanups.

10. Company Grade Article 15s: Number of instances in the last 30 days where a company grade article 15 was given in the company.

11. Field Grade Article 15s: Number of instances in the last 30 days where a field grade article 15 was given in the company.

12. Blotter Reports: Number of instances in the last 30 days where a member of the company was involved in an incident which resulted (or should have resulted) in a formal MP blotter report or Serious Incident Report.

13. Requests for Transfer: Number of instances in the last 30 days where a member of the company submitted a formal written request for transfer.

14. Rehab. Transfers: Number of people in the company who were given

rehabilitative transfers in the last 30 days.

15. Bars to Reenlistment: Number of people in the company who, in the last 30 days, had a bar placed on their reenlistment.

16. Admin. Discharges: Number of people in the company who were administratively discharged in the last 30 days.

17. AWOLs: Number of instances in the last 30 days where a member of the company was officially absent without leave.

18. Accidents: Number of instances in the last 30 days where a member of the company had an on-the-job accident or injury serious enough to require any medical treatment.

19. Extra Duty: Number of instances in the last 30 days where a member of the company was assigned extra duty as punishment (an instance means if 3 people were assigned 2 days extra duty for one offense, that would be three instances of extra duty - the number of days assigned per offense doesn't matter).

20. Sick Calls: Please list these by squad and platoon for the line platoons as well as for the company as a whole. This information should be available in your company log book - please match names against squads for the last 30 days. Sick calls are the number of instances in the last 30 days where a member of the company reported to sick call (omit routine visits such as physical examinations or dental check-ups).

Please Note:

-- Company totals should include all company personnel, including Weapons Platoon and Headquarters Platoon.

-- Remember: 0 = no occurrences

blank = information unavailable

Company TOTAL		Company TOTAL
Unit Strength		Field Grade Article 15s
Number Derosing		Requests for Transfer
% ARCOM or MSM		Rehab. Transfers
% COA		Bars to Reenlistment
Civilian Education		Admin. Discharges
Letters of Commendation/Achievement		AWOLS
Three-Day Passes		Accidents
Off-Duty Recreation		Extra Duty
Community Activities		Blotter Reports
Company Grade Article 15s		

	1st Platoon				2nd Platoon				3rd Platoon			
	1st SQ	2nd SQ	3rd SQ	TOTAL	1st SQ	2nd SQ	3rd SQ	TOTAL	1st SQ	2nd SQ	3rd SQ	TOTAL
Sick Calls												

PLATOON LEVEL

BACKGROUND DATA FORM

The information collected in this form will be reported in group form only, combining data from many battalions all over USAREUR, so individual answers will not be revealed. Also, this information is for research purposes only, and will not be used as an evaluation of any unit or person. For this research to be useful to the Army, it is important that the information you supply be accurate and not designed to make the unit "look good." Giving inaccurate information cannot help (or hurt) any person or unit, but it could mislead any decision makers using this information, and result in wrong decisions.

On the accompanying form, please supply the following information on your squads and your platoon. If no instances of a particular behavior occurred in the last 30 days in a particular squad or the platoon as a whole, mark a 0 in the appropriate block (for instance, if 1st Squad, 1st Platoon had no three-day passes in the last 30 days, put a 0 in the block beside "3 day passes" under the first column). Do not guess at this information. If you need your platoon notebook or need to talk to a squad leader to get this information accurately, please do so. If you cannot get it accurately from squad/platoon records and if you or a subordinate leader cannot accurately recall the information, leave the box blank.

Please read carefully the definitions given below before filling out the accompanying form.

Definitions

1. Unit Strength: The average number of people in the squad/platoon over the last 30 days. If average number is unavailable, use present strength.
2. Number Derosing: Number of people derosing from the squad/platoon

in the last 30 days.

3. % ARCOM or MSM: Of the people derosing from the squad/platoon in the last 30 days, the number who were recommended in writing for an ARCOM or MSM.

4. % COA: Of the people derosing from the squad/platoon in the last 30 days, the number who were recommended in writing for a Certificate of Achievement.

5. Civilian Education: Number of people in the squad/platoon involved in formal civilian education programs (for example, ACES, University of Maryland) in the last 30 days.

6. Letter of Commendation/Achievement: Number of instances in the last 30 days where people in the squad/platoon received a formal letter of commendation or achievement.

7. Three-Day Passes: Number of instances in the last 30 days where a member of the squad/platoon received a three-day pass.

8. Off-Duty Recreation: Number of instances in the last 30 days where the squad/platoon got together off duty for a group party.

9. Community Activities: Number of instances in the last 30 days where the squad/platoon participated in community activities, such as, volksmarches, charity drives or community cleanups.

10. Company Grade Article 15s: Number of instances in the last 30 days where a company grade article 15 was given in the squad/platoon.

11. Field Grade Article 15s: Number of instances in the last 30 days where a field grade article 15 was given in the squad/platoon.

12. Requests for Transfer: Number of instances in the last 30 days where a member of the squad/platoon submitted a formal written request for transfer.

13. Rehab. Transfers: Number of people in the squad/platoon who were given rehabilitative transfers in the last 30 days.

14. Bars to Reenlistment: Number of people in the squad/platoon who, in the last 30 days, had a bar placed on their reenlistment.

15. Admin. Discharges: Number of people in the squad/platoon who were administratively discharged in the last 30 days.

16. AWOLs: Number of instances in the last 30 days where a member of the squad/platoon was officially absent without leave.

17. Accidents: Number of instances in the last 30 days where a member of the squad/platoon had an <u>on-the-job</u> accident or injury serious enough to require any medical treatment.

18. Extra Duty: Number of instances in the last 30 days where a member of the squad/platoon was assigned extra duty as punishment (an instance means if 3 people were assigned 2 days extra duty for one offense, that would be three instances of extra duty - the number of days assigned per offense doesn't matter).

19. Blotter Reports: Number of instances in the last 30 days where a member of the squad/platoon was involved in an incident which resulted (or should have resulted) in a formal MP blotter report or Serious Incident Report.

20. Sick Calls: Number of instances in the last 30 days where a member of the squad/platoon reported to sick call (omit routine visits, such as, physical examinations or dental check-ups).

<u>Please Note</u>:

-- Platoon totals may exceed the totals for the three squads, since there are some platoon personnel (such as Platoon Leaders, Platoon Sergeant, Assistant Platoon Sergeant or RTO) which are not in any squad.

-- Remember: 0 = no occurrences

blank = information unavailable

	Platoon 1st SQ	2nd SQ	3rd SQ	Plt TOTAL		Platoon 1st SQ	2nd SQ	3rd SQ	Plt TOTAL
Unit Strength					Field Grade Article 15s				
Number Derosing					Requests for Transfer				
% ARCOM or MSM					Rehab. Transfers				
% COA					Bars to Reenlistment				
Civilian Education					Admin. Discharges				
Letters of Commendation/ Achievement					AWOLS				
Three-day Passes					Accidents				
Off-duty Recreation					Extra Duty				
Community Activities					Blotter Reports				
Company Grade Article 15s					Sick Calls				

APPENDIX D

Three Factor Solution for Leadership Items: All Subjects

Appendix D

Three Factor Solution for Leadership Items

		Task Orientation	Interpersonal Orientation	Negative Leader Behavior
1.	Makes sure that work is done in the order of importance	.53	.25	.20
2.	Maintains high standards of performance	.58	.27	.20
3.	Gives responsibility to others	.18	.38	.10
4.	Takes interest in his people's basic needs (for instance, housing, dining facility)	.38	.54	.16
5.	Is easy to talk to	.17	.66	.26
6.	Sticks to a task regardless of problems	.47	.27	.18
7.	"Goes to bat" for his people to get things they need or deserve	.42	.57	.18
8.	Lets his people do a job without "standing over them"	.17	.53	.20
9.	Checks job/mission progress	.56	.26	.12
10.	Gives praise if a job/mission is going well	.35	.59	.12
11.	Tells his people how to improve performance if a job/mission is going poorly	.59	.32	.07
12.	Maintains good morale among his people	.39	.61	.19
13.	Keeps promises	.37	.52	.22
14.	Uses his people's suggestions	.31	.60	.13

Appendix D
(Continued)

		Task Orientation	Interpersonal Orientation	Negative Leader Behavior
15.	Makes himself available to answer job-related questions	.51	.46	.13
16.	Gives his people clearly defined tasks/ missions	.51	.39	.19
17.	Gives realistic training	.53	.33	.06
18.	Counsels people who don't do their share	.59	.27	.07
19.	Is cool under pressure	.40	.48	.26
20.	Punishes people who violate rules, regulations or orders	.56	.05	-.04
21.	Has a good knowledge of his job, regulations and things like that	.55	.33	.20
22	Is able to apply military knowledge in the field	.55	.37	.20
23.	Promises rewards for good performance	.31	.47	-.01
24.	Assigns details fairly	.40	.46	.20
25.	Makes good use of his people's time	.51	.46	.16
26.	Trains his people as a team	.59	.43	.10
27.	Punishes fairly	.48	.43	.23
28.	Tells people what the finished job/mission should look like	.59	.35	.08

Appendix D
(Continued)

		Task Orientation	Interpersonal Orientation	Negative Leader Behavior
29.	Sets a time for tasks/mission to be done by	.55	.20	.03
30.	Punishes people who don't do their share	.55	.24	-.01
31.	Plans ahead	.61	.35	.16
32.	Makes sure people obey military rules and regulations	.66	.20	.07
33.	Stands up for his people when they receive unreasonable demands or blame from other leaders	.43	.59	.17
34.	When possible, assigns tasks/missions that are meaningful	.51	.48	.19
35.	Makes on the spot corrections (uniform, behavior)	.62	.20	.05
36.	Gives praise when a task/mission is done right	.40	.60	.11
37.	Tells people how they could improve a poorly completed task/mission	.62	.37	.12
38.	Allows people to learn from mistakes	.44	.46	.09
39.	Provides materials necessary to do the task/ mission	.55	.41	.08
40.	Makes sure the work of the unit is organized	.63	.40	.10
41.	Counsels people who violate rules, regulations or orders	.65	.27	.03
42.	Is willing to make changes in the usual way of doing things	.37	.58	.08

Appendix D
(Continued)

		Task Orientation	Interpersonal Orientation	Negative Leader Behavior
43.	Knows his people and their abilities	.50	.52	.17
44.	Meets with his people as a team	.51	.50	.10
45.	Asks for suggestions or ideas from his people before making decisions	.30	.59	.05
46.	Tells his people what is expected of them	.59	.31	.08
47.	Encourages use of standard military procedures on the job	.63	.28	.11
48.	Seeks self-improvement	.52	.38	.19
49.	Works well with other leaders	.42	.48	.27
50.	Helps newly assigned soldiers to get their feet on the ground	.50	.54	.15
51.	Lets people know where they stand concerning their performance	.55	.43	.09
52.	Takes responsibility for his actions	.49	.51	.26
53.	Helps his people take care of personal problems	.41	.62	.13
54.	Keeps a sense of humor	.29	.61	.20
55.	Practices what he preaches	.52	.54	.23
56.	Rewards good performance	.41	.62	.05
57.	Helps people solve job related problems	.54	.53	.14
58.	Develops subordinates	.55	.45	.09

Appendix D
(Continued)

		Task Orientation	Interpersonal Orientation	Negative Leader Behavior
59.	Sets the example: shows qualities of good leadership	.56	.53	.22
60.	Takes care of his people; shows personal concern	.47	.66	.18
61.	Explains how the task/mission should be done	.62	.40	.10
62.	Makes sure that his people have training necessary	.62	.39	.10
63.	Is "gung-ho", (enthusiastic)	.47	.28	.05
64.	Seeks responsibility	.58	.37	.14
65.	Assigns tasks/missions in line with people's abilities and skills	.53	.49	.15
66.	Explains the reasons for decisions or orders	.45	.54	.13
67.	Treats people with respect	.30	.67	.30
68.	Helps settle disagreements between soldiers in the unit	.44	.57	.10
69.	Listens to people	.30	.69	.27
70.	Shares hardships	.37	.56	.11
71.	Considers possible problems before they happen	.52	.54	.16
72.	Lets his people know what's happening	.52	.48	.23
73.	Gives his people enough time to complete a task/mission	.39	.50	.24

Appendix D
(Continued)

		Task Orientation	Interpersonal Orientation	Negative Leader Behavior
74.	Tells people how to improve their performance	.62	.42	.10
75.	Maintains self-control	.34	.50	.32
76.	Makes sure "hands on" training is done	.60	.33	.16
77.	Regards people who make suggestions as "troublemakers"	.02	-.12	-.44
78.	"Chews out" people in front of others	-.02	-.34	-.57
79.	Makes last minute changes	-.13	-.20	-.48
80.	Does jobs that could be given to a subordinate	.01	.08	-.43
81.	Plays favorites	-.20	-.26	-.57
82.	Threatens punishment for poor performance	.05	-.24	-.55
83.	Gives instructions that disagree with other leaders' instructions	-.14	-.10	-.65
84.	Avoids making decisions	-.25	-.08	-.58